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ABSTRACT

This social studies resource guide for grade 4 outlines one of four units on the theme Communities Around the World with emphasis on a comparative analysis of economic systems. Specific objectives for this unit on the Soviet Union are described in these areas: 1) economic, geographic, and sociological concepts; 2) understandings and generalizations; 3) skills; and, 4) attitudes. 59 learning activities are outlined in a format designed to help teachers see the relationships among objectives, content, teaching strategies, and materials of instruction. A list of educational media is also included. Pupil materials prepared for this unit are appended and include: maps, map worksheets, information summaries, graphs, study questions, and original stories on family and community life. A teachers guide for the total grade 4 course of study is SO 001 282. Other documents in this series of curriculum guides are SO 001 275 through SO 001 287. (Author/JSB)

Chelmsford Public Schools

Chelmsford, Massachusetts

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ED 051 027

SO 001 275

COMMUNITIES AROUND THE WORLD

Soviet Communities

Urban and Rural

Teacher's Resource Unit

revised by

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1969

OBJECTIVES

This unit should make progress toward developing the foll

CONCEPTS

1. Economic Concepts
   - a. Scarcity.
   - b. Allocation.
   - c. Market.
   - d. Price
   - e. Supply and demand.
   - f. Consumer.
   - g. Command economy.
   - h. Government ownership
   - i. Factors of production.
   - j. Capital goods.
   - k. Savings and investment.
   - l. Wages.
   - m. Living levels
   - n. Economic goals

2. Geographic Concepts.

   a. Location: Position
   Situation
   Site: land forms, elevation, climate, (temperature, precipitation), vegetation, resources.

3. Soci
   - a. Cu
   - b. So
   - c. Co

OBJECTIVES

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ite: land forms, elevation, climate, (temperature, precipitation), vegetation, resources.

b. Diversity-variability.

c. Interrelatedness: trade

d. Cultural Use of Environment: population dispersion and density; land use, urbanization; industrialization.

3. Sociological concepts

a. Culture: diversity; norms and values.

b. Social Organization: institutions (government, family) social class.

c. Conflict: Revolution; war.

GENERALIZATIONS

L. Every place has three types of location; a position, a situation, and a site.

   a. Location is a position which sets a phenomenon at a specific point on the earth's surface.

   b. Situation describes a phenomenon in a real relationship with other phenomena with which it is associated.

   c. Site relates a phenomenon to the detailed physical setting of the area it occupies.

2. Phenomena are distributed unevenly over the earth's surface, resulting in diversity from one place to another.

   a. Population is spread unevenly over the earth's surface; many of the land areas are sparsely populated.

3. Temperature is affected by the distance from the equator, elevation, and distance from warm water bodies.

   a. Temperature and seasonal differences are affected in part by distance from the equator; temperature ranges are smaller near the equator than further away from it.

   b. Temperature is affected in part by elevation; air is cooler at higher elevations than at lower elevations if latitude and distance from the sea are the same.

   c. Places i
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      1) The c
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      2) Winds
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   d. Vegetati
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   e. Man uses
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c. Places in the interior of continents tend to have greater extremes of temperature than do places along the coast.

   1) The ocean and other large bodies of water do not heat up so rapidly as land nor cool so rapidly as land.

   2) Winds which blow over warm bodies of water (or land area carry warm air to nearby land areas.

d. Vegetation is affected by temperature and rainfall.

e. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

4. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

5. Certain basic economic questions related to allocation are resolved by every society. These questions are, 1.What and how much of each good or service shall be produced? 2.How much shall be produced in total? 3.How shall these goods and services be produced? 4.How shall these goods and services be distributed among the people?

6. Economic systems differ as to how questions are resolved about what and how much to produce, how it shall be produced, and who shall get what goods and services.

   a. The fundamental difference between economic systems is in how and by whom the basic economic decisions over allocation of resources are made rather than in who owns the resources.

   b. In private enterprise systems it is the market which serves largely to resolve the questions of: What and how much shall be produced? How shall it be produced? and Who shall get what products and services?

   c. In command economies, the means of production are almost all owned by the government and most of the basic economic decisions are made by the government.

      1. In practice, in communist countries, the means of production are almost all owned by the government and most of the basic economic decisions are made by the government.

   d. Economic systems are usually mixed, with both public and private ownership and with decisions made by both the government and by consumers.

      1. Private enterprise systems are really mixed economies, with

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means of productio
socialized goods a
(Government taxati
spending policies
and how much shall
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goods and services

2. Even in a communi
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government ownership of some means of production and some socialized goods and services. (Government taxation and spending policies affect what and how much shall be produced and who will get what goods and services.)

2. Even in a communist society, plant and farm managers make decisions, within limits, on how resources shall be combined to produce what the government asks them to produce.

3. In communist countries, consumers do have a say in how they spend their money for products and services available to them.

e. Most economic systems are in the process of constant change.

7. At any given time the total economic output is affected by the quantity and quality of productive resources (land or natural resources, labor, and capital goods), by the level of technology, and by the efficiency of the organizational structures.

a. Output is affected by the quality as well as the quantity of natural resources (land and minerals, etc.)

1. The quality of land resources is affected by soil fertility, climate and topography.

b. Societies produce some capital goods which do not satisfy consumer wants directly but which are used to produce more goods in the long run.

   1. Capital formation through saving is a major means of increasing an economy's total output over time, because it increases productive capacity. Thus it is a means of raising living levels.

      a. Savings (or forgoing present consumption) are required for investment or capital formation.

8. The money income people receive, whether in the form of wages, interest, rents or profits in a free enterprise economy, is the main factor in determining how goods and services will be divided--who will get what part of the goods and services produced in a country.

9. In a market economy prices are affected by changes in supply and demand, and the prices affect supply and demand.

   a. Wage rates are affected by the supply and demand for labor in a market economy.

10. In all societies people have certain economic goals. Although some economic goals are much alike, different societies place differing emphases upon them and even have quite different goals.

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11. It is difficul
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12. Living levels
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13. Differences i
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14. A serious gap
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have may resu
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achieving cha

15. War has serio
nomic effects
war-torn area

a. People generally would like to see their economic systems provide economic growth. (and so higher levels of living.)

b. Peoples differ in the degree to which they desire a reduction in inequalities of income

c. People differ in the degree to which they desire freedom of economic choice of occupation, and disposal of income.

d. People differ in the degree to which they want to permit people to own productive resources and decide what they will do with them.

11. It is difficult to compare living levels between countries because of differences in kinds and amounts of government services provided people.

12. Living levels in the U.S. are high compared to those in most countries.

13. Differences in levels of living may result in part from differences in the stage of development rather than in the type of economic system per se.

14. A serious gap between what people think they should have in terms of levels of living and what they have may result in revolution if they find no peaceful means of achieving change.

15. War has serious physical and economic effects upon the people in war-torn areas.

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16. Ways of living differ from one society to another; each culture is unique.

    a. Societies differ in terms of the kinds of services which are provided by the government.

    b. Economic systems differ from one society to another.

17. In all societies people are expected to behave in certain ways and not to behave in certain ways; they are expected to believe that certain things are good and certain things are bad.

18. Whenever things valued by a society are scarce, there will be a differential access to and control of these valued and scarce things by sub-groups within the society.

SKILLS

1. Attacks problems in a rational manner.

    a. Sets up hypotheses.

2. Gather information effectively.

    a. Gains information by studying pictures.

    b. Gains information by studying films.

    c. Gains information by listening.

    d. Interprets
    circle grap

    e. Interprets

    f. Interprets

3. Uses effective

    a. Has a sense
    area.

        1) Compares
        known di

        2) Compares

            a) Compa
            known

    b. Has a sense

        1) Can tell
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        2) Notices
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        3) Orients
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    c. Interprets

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d. Interprets simple bar graphs or circle graphs.

e. Interprets charts.

f. Interprets tables.

3. Uses effective geographic skills

a. Has a sense of distance and area.

   1) Compares distances with known distances.

   2) Compares areas.

      a) Compares areas with known areas.

b. Has a sense of direction.

   1) Can tell cardinal and intermediate directions.

   2) Notices directions in relationship to own town.

   3) Orients a map toward the north.

c. Interprets maps.

   1) Uses map scale to estimate distances.

   2) Uses global grid to identify distances.

   3) Interprets map symbols in terms of map legend.

      a) Interprets may symbols for political boundaries.

    - b) Interprets map symbols (color layers and gradients, shading).
  4. Draws inferences from a comparison of different map patterns of the same area.

4. Evaluates sources of information.

    a. Looks for points of agreement and disagreement among authors and other sources.

5. Organizes and analyzes information and draws conclusions.

    a. Identifies differences in data.

    b. Applies previously-learned concepts and generalizations to new data.

    c. Makes graphs to help in analyzing data.

    d. Tests hypotheses against data.

    e. Generalizes from data.

ATTITUDES

1. Is curious about social data.

2. Respects evidence even when it contradicts prejudices and preconceptions.

3. Evaluates information and sources of information before accepting evidence and generalizations.

OBJECTIVES

A. IS CURIOUS ABOUT SOCIAL DATA.

G. Every place has three types of location; a position, a situation, and a site.

G. Location is a position which sets a phenomenon at a specific point on the earth's surface.

G. Situation describes a phenomenon in areal relationship with other phenomena with which it is associated.

G. Situation describes a phenomenon in areal relationship with which it is associated.

S. Compares distances with known distances.

S. Uses map scale to estimate distances.

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ABOUT SOCIAL DATA.

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scale to estimate distances.

OUTLINE OF CONTENT

I. The U.S.S.R. is the largest country in the world and has many natural resources.

A. The U.S.S.R. stretches across both Europe and Asia; although Moscow and other parts of western Soviet Union are a great distance from the U.S., eastern U.S.S.R. is very close to Alaska.

TEACHING STRATEGIES

EDUCATIONAL M

Initiatory Activities

1. Introduce the unit by asking the children what they know about the Soviet Union. What have they heard about it? Where is it? How far from the U.S.? What continent is it on? How large is it? What are some of the important cities? What Natural resources does the country have? What does the countryside look like?

   View film, The Russian Consumer.

   Serve Tea and Russian Tea Cakes. See Appendix. Discuss film during refreshment period.

Film: The
Internation

Appendix:

2. Have the children locate the U.S.S.R. on the globe. Then locate Moscow. Have a child use a string to measure the distance from their own city to Moscow on the globe. He should draw a line representing this distance on the chalkboard. Then have several other children measure the distances from their city to other places studied in the last few years. Ask: Is Moscow farther away or closer than Paris? than Manus? than Israel? than Nigeria? than Japan?

3. Now point out the spot farthest east in the U.S.S.R. Have children measure the distance to this point from their own town. Also have them measure the distance between this point and Alaska. Ask: How far is this spot in the U.S.S.R. from us as compared to these other places we have just mentioned? How far is it from Alaska. Have a child take a string and measure off the distance between that spot and Alaska in a circle around the children's home town on a road map. Have the children use the scale on the map to figure out how many miles they would go (in any direction) to go this distance. How long would it take them by car? (You might check bus schedules or make a rough estimat How long would it take them by airplane? (Use airline cruising speeds to figure this out.)

RATEGIES

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out how many miles they would go (in any direction)
to go this distance. How long would it take them
? (You might check bus schedules or make a rough estimate.)
g would it take them by airplane? (Use airline cruising
to figure this out.)

EDUCATIONAL MEDIA

Film: The Russian Consumer,
International Film Foundation

Appendix: Recipe-Russian Tea
Cakes.

S. Can tell cardinal and intermediate directions.

S. Uses global grid to identify directions.

S. Notices directions in relationship to his own town.

G. Situation describes a phenomenon in areal relationship with other phenomena with which it is associated.

S. Visualizes basic map patterns.

S. Interprets map symbols for political boundaries.

S. Compare distances with known distances.

S. Compares areas with known areas.

B. The Soviet Union is much larger than the U.S. but its population is only a little larger tha ours.

4. Now ask: In what direction would you go if you were going to Moscow? How do you know? In what direction would you go if you were going to this tip of the U.S.S.R? (Now point out the easternmost tip.) Review ways of telling directions on the globe and map.)

5. Now have the children look at the shape of the U.S.S.R. on the globe. Then have them locate it on a large wall map. Give each child a map showing the political boundaries of the U.S.S.R. See Appendix for Student Activities nos. 1 and 2. Ask: What countries border the U.S.S.R. on the west? on the south? What are its closest neighbors t the east? Have children color bordering countries one color. (Political Boundaries of U.S.S.R. are the countries which border the U.S.S.R.) Point out that not all boundarie are land area. Some are water. These are geographical boundaries. Locate geographical boundaries on North, on West and on Southwest.

6. Let's compare the size of the Soviet Union to the United States. See Appendix for Student Activities, Nos. 3 and 4. Pass out Student Activities nos. 3 and 4 and a piece of white paper. Have children use key on sheet no. 3 to color the countries. Then paste half sheet of white paper on bottom of sheet no.4 to make a pocket. Cut out countries on No. 3 and complete exercises on sheet no. 4.

rection would you go if you were
w do you know? In what direction would
going to this tip of the U.S.S.R? (Now
rnmost tip.) Review ways of telling
lobe and map.)

Globe, World map.

en look at the shape of the U.S.S.R.
have them locate it on a large wall
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.R. See Appendix for Student Activi-
Ask: What countries border the U.S.S.R.
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oundaries of U.S.S.R. are the countries
S.S.R.) Point out that not all boundaries
are water. These are geographical
geographical boundaries on North, on
st.

Globe and Political
Wall map.

Appendix: Student
Activities nos. 1&2.

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x for Student Activities, Nos. 3 and 4.
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. Then paste half sheet of white paper
no.4 to make a pocket. Cut out countries
te exercises on sheet no. 4.

Appendix: Student
Activities nos. 3&4.

G. Population is spread unevenly over the earth's surface; many of the land areas are sparsely populated.

S. Sets up hypotheses.

Give pupils current population figures for the U.S. and U.S.S.R. Ask: Which has the largest population? Introduce the model clay maps of the U.S. and U.S.S.R. The U.S.S.R. map should be 2 1/2 times larger than the U.S. map. Ask: What can you tell me about the sizes of these two countries? Which country has the most land? About how much more? At this time the teacher will show the children two groups of toothpicks.(200 toothpicks equal U.S. and 240 toothpicks equal the U.S.S.R.) Explain that each toothpick represents one million people) Divide the toothpicks among the children and have them insert the proper population into each country. Refer to Jackson, Soviet Union for a map of population concentration. Ask: Which country has the largest population? Why then does the U.S.S.R. have smaller population density on the clay map? What reason can you suggest as to why the population of the U.S.S.R. isn't much larger (or at least twice that of the U.S)? What possible explanations can you think of for the very small population numbers in some parts of the U.S.S.R.? Why do you think there are many more people in these parts? (point to heavily populated areas). Let children set up hypotheses to test as they study the unit.

Jackson, Soviet Union.

S. Interprets map symbols for political boundaries.

S. Compares areas.

G. Site relates a phenomenon to the detailed physical setting of the area it occupies.

S. Interprets map symbols (color layers and gradients; shading).

S. Orients a map toward the north.

C. The U.S.
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D. The Sovi

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C. The U.S.S.R. is made up of 15 republics. Russia is just one of these, although we often refer to the country by that name. (Another name used for the U.S.S.R. at times is The Soviet Union).

D. The Soviet Union has varied relief.

8. Ask: Look at the map and see if you can find out what
letters U.S.S.R. stand for? (Refer class to the list o
republics shown in the lower corner.) Can you locate t
Russian SFSR? Explain that the republics are somewhat
but not exactly like our states. The republic governme
do not have nearly as much power as our states do.

Write "Soviet Union" on the chalkboard and explain tha
name is sometimes given to the U.S.S.R. Ask: Why do yo
we sometimes call the U.S.S.R. Russia? (Relate to the
or republic and to historical usage.) Is this the best
to use? Why not? Would you like it if our country were
Texas or New York? Why not?

Perhaps give pupils a map showing the republics and le
them color the republics. Review map legend for the na
of the republics.

9. If review is necessary, refer to wall map showing the
physical features of the Soviet Union. Have pupils ide
tify from the legend what each color means. Are those
areas which are brown always more hilly or rugged than
those which are green? Why or why not? What does color
mean? Now have pupils look at the Geographical Terms
Chart to notice the topography. Show pictures of the
U.S.S.R. to illustrate different kinds of land forms.
Perhaps put a small physical map of Soviet Union on th
bulletin board and attach pictures by strings to appropriate places on the map.

at the map and see if you can find out what the
.S.R. stand for? (Refer class to the list of
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blics.

Appendix:
Student Activity
#5

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he legend what each color means. Are those
are brown always more hilly or rugged than
are green? Why or why not? What does color
ave pupils look at the Geographical Terms
tice the topography. Show pictures of the
illustrate different kinds of land forms.
a small physical map of Soviet Union on the
ard and attach pictures by strings to appro-
es on the map.

Wall Map of the
U.S.S.R.
Pictures or
slides of different types of
relief at the
same elevation.
For pictures of
physical features
in the U.S.S.R.,
See Jackson,
Soviet Union,
chapter 1.

Study prints:
Map Symbols and
Geographic Terms
Charts, A.S.
Nystrom and Co.

S. Applies previously-learned concepts and generalizations to new data.

S. Sets up hypotheses

G. Temperature is affected by the distance from the equator, elevation, and distance from warm water bodies.

G. Temperature and seasonal differences are affected in part by distance from the equator; themperature ranges are smaller near the equator than further away from it.

S. Applies previously-learned concepts and generalizations to new data.

G. Temperature is affected in part by elevat air is cooler at higher elevations than at lower elevations if latitude and distance from the sea are the same.

S. Sets up hypotheses.

previously-learned concepts and
zations to new data.

hypotheses

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equator, elevation, and dis-
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sea are the same.

hypotheses.

E. The Soviet Union has a great range of temperatures, but much of it is colder than most of continental United States; the western parts are warmer than central parts at the same latitude and elevation.

10. You might also put a raised relief map of the U.S.S.R. on the floor so that children can examine it whenever they wish. Say: Let's make sure that we place the map so that north on the map is pointing north in this room. Who wants to turn the map in the proper direction? (Have a child do so, letting other children make suggestions if he does not do so correctly.)

Raised relief map of
U.S.S.R. if availabl

11. Now have the children examine a wall map showing the Soviet Union's position in relationship to the equator and a globe showing its position in relationship to the North Pole. Ask: How close is the Soviet Union to the equator? How close are the northern parts to the North Pole? How does the Soviet Union's position in relationship to the equator and the North Pole compare to that of the U.S.? (Perhaps move the cutout of the U.S. to its appropriate position on the large world equal area map again. You might also make a cutout on tagboard of the children's own state. Move it along the appropriate parallel to the U.S.S.R.) Now ask: What kinds of temperature would you expect to find in the Soviet Union at different times of the year if we were to consider only distance from the equator? Why?

Wall map of world.

Globe

Ask: What other factors might affect temperatures? (Review what children learned in earlier grades about elevation. Or if children have not come through the earlier courses, use some of the activities suggested in grade one for the unit on the Quechua to teach the effect of elevation.) Now ask: How migh elevation affect temperatures in the U.S.S.R.? Have children point out places which might be colder than otherwise because of the elevation.

S. Tests hypotheses against data.

S. Applies previously-learned concepts and generalizations to new data.

G. Places in the interior of continents tend to have greater extremes of temperature than do places along the coast.

G. The ocean and other large bodies of water do not heat up so rapidly as land nor cool so rapidly as land.

G. Winds which blow over warm bodies of water (or land areas) carry warm air to nearby land areas.

S. Applies previously-learned concepts and generalizations to new data.

S. Draws inferences from a comparison of different map patterns of the same area.

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. Vegetation is affected by temperature and rainfall.

G. The
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han do places along the coast.

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all.

G. The five major vegetation geographic regions of the U.S.S.R. are tundra, northern coniferous forest mixed forest, steppe, and desert.

12. Now have children examine temperature maps of the world. Ask: Were you correct about the comparative temperatures in the U.S.S.R. and in the U.S.?

Goode's World Atlas.

Now have children examine temperature maps of the Soviet Union which will show more detail than the world map. Ask: Were you correct about where there would be lower temperatures because of high elevations? Are all places the same distance from the equator at the same elevation the same temperature? Which places are warmer? which colder? Can you think of any possible reasons for the warmer temperatures in the western parts? Give children a chart comparing the temperatures in some of the western cities of the U.S.S.R. with those in some of the mid-continental cities of the U.S. at around the same parallel. Ask: Which cities are warmer? Why? If pupils do not suggest the distance from warm bodies of water and if they have come through the Center's third grade course, ask: What helped give Paris warmer temperatures than many places in the middle of the United States the same distance from the equator? If pupils cannot remember, review its distance from the Atlantic and warm ocean current.

13. Now ask: Think about what you know now about temperature and precipitation in the U.S.S.R. What kinds of vegetation would you expect to find in different parts of the country? Let pupils set up hypotheses about where they would find Hardwood and Softwood trees, where they would find grasslands, etc. Then have them check their hypotheses against a vegetation map of the U.S.S.R. on filmstrip.

Filmstrip:
Natural Resources of the Soviet Union, S.V.E
frame 28.

S. Interprets map symbols in terms of map legend.

S. Identifies differences in data.

G. Phenomena are distributed unevenly over the earth's surface, resulting in diversity from one place to another.

S. Interprets map symbols in terms of map legend.

F. Rainfall
ier in t
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much of
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map symbols in terms of

differences in data.

are distributed unevenly over surface, resulting in from one place to another.

map symbols in terms of

F. Rainfall in the U.S.S.R. is heavier in the west than in the central and eastern parts of the country much of the land is too dry to use for agriculture without irrigation

14. Distribute a map showing 5 geographical regions of
U.S.S.R. Study and discuss the map legend. Introdu
children to Rimsky via the worksheet. (See appendi
for materials for making transparency).
Say: Rimsky is vacationing in a summer resort beac
In what region is Rimsky? Describe this region. Fi
the figure of Rimsky for this area and color him.
region is dry and hot? Describe this region. Find
figure of Rimsky for this area and color him. Rims
is now going to help his father on the farm. In wha
would we find Rimsky? Describe this region. Find t
of Rimsky for this area and color him. Rimsky is g
help his uncle at the lumber camp. In what region
Describe this region. Find the figure of Rimsky an
him for this area. Rimsky didn't go to the Tundra
because it was very cold. Where is this region loc
Describe this region. Find the figure of Rimsky fo
area and color him. Then ask: What region gets ve
precipitation? What region gets the most precipit
does it compare with the amount in your own town?

15. Using a vegetation map from a filmstrip, make a la
which can be placed on the bulletin board. Have a
make a map legend and color the map appropriately.
some of the pictures in the Fideler portfolio or o
which you can find, mount them on the bulletin boa
the map, and attach each picture by string to the
region.

iowing 5 geographical regions of the discuss the map legend. Introduce the via the worksheet. (See appendix naking transparency).
ationing in a summer resort beach area. Rimsky? Describe this region. Find ky for this area and color him. Which hot? Describe this region. Find the or this area and color him. Rimsky lp his father on the farm. In what region ky? Describe this region. Find the figure area and color him. Rimsky is going to the lumber camp. In what region is Rimsky? on. Find the figure of Rimsky and color Rimsky didn't go to the Tundra Region y cold. Where is this region located? on. Find the figure of Rimsky for this . Then ask: What region gets very little at region gets the most precipitation? How th the amount in your own town?

Appendix:
Student Activity #6.
Student Activity #7.

map from a filmstrip, make a large map d on the bulletin board. Have a committee and color the map appropriately. Then use es in the Fideler portfolio or other pictures , mount them on the bulletin board around h each picture by string to the appropriate

Filmstrip:
Natural Resources of the Soviet Union, S.V.E. frame 28.

S. Applies previously-learned concepts and generalizations to new data.

S. Draws inferences from a comparison of different map patterns of the same area.

S. Sets up hypotheses.

H. The best soil is found in the grassland area where rainfall is not too sparse.

S. Applies previously-learned concepts and generalizations to new data.

S. Gains information by studying pictures.

S. Generalizes from data.

I. The Soviet Union has a number of large cities; it has built a number of new cities outside the old agricultural zone in order to make use of other resources.

6. Have the class look at the vegetation map once more. Ask: How good would you expect the soil to be in this area? (Point to needle-forest area) as compared to this area (point to hardwoods area)? Tell the class that the soil is even better in grassland areas. Show them a map of the black soil area of the U.S.S.R.

Now ask: There would you expect to find much farming in the Soviet Union? Why? What kinds of farming would you expect to find in these areas? Why? Have children set up hypotheses to check later.

7. Place map tacks on the large bulletin board map to show centers of population. Have children try to explain the reasons for the locations of these cities.

8. Ask children what they think they would see if they were to visit Moscow, the largest city in the U.S.S.R. Then show the film A visit to Moscow or frames from the filmstrip Four Cities of the Soviet Union and have the class compare Moscow with large American cities they may have visited.

Film: A Visit to Moscow, McGraw Hill Films.

S. Sets up hypotheses.

S. Applies previously-learned concepts and generalizations to new data.

S. Tests hypotheses against data.

S. Applies previously-learned concepts and generalizations to new data.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. Output is affected by the quality as well as the quantity of natural resources, (land and minerals, etc.)

J. The Sovi
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s, etc.)

J. The Soviet Union does not have as much agricultural land as one might buess from its size; but it has rich and varied natural resources.

1. The amount of agricultural land is limited by climate and physical relief. Until recently, the U.S.S.R. had little more productive farm land than the U U.S., but in the last few years, the Soviets have cultivated about half again as much land as has the U.S. However, much of the land has suffered from drought and has yielded very uneven crops.

19. Now say: We have found that U.S.S.R. area is much larger than that of the U.S. We have also found that the population is only slightly larger than that in U.S. What do you think this would mean about living levels of the Soviet People? Would you expect them to have more to eat, better houses, more clothes to wear, etc. than we do? Why or why not? (Get pupils to make guesses here. Do not correct them if they are wrong.)

20. Say: You have studied how our own economic system works. What things are needed for production? What affects how much any one person can produce? It is only the amount of land per person? What else do we need to look for in the Soviet Union to find out how much they can produce.

21. Have children look at their list of hypotheses about farming in the U.S.S.R. Have pupils refer to maps showing types of farming in the U.S.S.R. Have children compare it with maps of physical features, temperature, and rainfall. Ask: Why do you think that most of the farming is located in this triangular shaped area? (Point out the fertile triangle of major agricultural activity). Why do you think this area is used more for grazing than for raising crops? (Point to grazing area.) Why do you think there is almost no agriculture in this area,(Point to tundra region) or this area (point out very dry regions)., or this area(point out very hilly area).?

Make a simplified map from one in a textbook.
Jackson: Soviet Union.

G. The quality of land resources is affected by soil fertility, climate, and topography.

G. Output is affected by the quality as well as the quantity of natural resources. (Land and minerals, etc.)

2. The Soviet Union has more pow and other mineral resources than any nation in the world, although production is not so great as in some countries.

S. Uses encyclopedias.

Now tell the class that a few years ago the Soviet Union had very little more productive land than the U.S. does, despite its large size. It has now increased its cultivated area to about 1 1/2 times that in the U.S. Ask: How do you think they may have done this? How have other peoples you have studied been able to farm in relatively dry areas? (Review the use of irrigation in Israel (studied in grade two) and Peru (studied in the Quechua unit in grade one). Ask: Where do you think the Soviets might be able to get water to irrigate these dry areas? (Have children study a physical map in comparison with the rainfall map.

Also tell the class very briefly about how the Soviets have opened up the **Virgin** land area by using dry farming techniques, Point out that crops in these areas have varied greatly, depending upon the amount of rainfall from one year to the next.

2. Ask children to review some of the kinds of things that are thought of as natural resources. Then give them a map and symbol sheet, Student Activities 8 & 9. Project a map of resources in the Soviet Union. Uses frame 43 of filmstrip Natural Resources of the Soviet Union. Perhaps make the map for a bulletin board display. You might mount some pictures showing the resources or man's use of them around the map and attach the pictures by string to the appropriate places in the Soviet Union.

Appendix: Student
Activity #8
Student Activity #
For pictures, see
Fideler portfolio
on the Soviet Unio

Filmstrip: Natura
Resources of the
Soviet Union, S.V

3. Review the uses of the resources with which pupils are already familiar. Ask for volunteers to find out about the possible uses of other resources found in the Soviet Union.

Encyclopedias.

S. Gains information by studying pictures.

S. Interprets simple bar graphs or circle graphs.

A RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

G. The quality of resources available is affected by access to resources.

S. Applies previously-learned concepts and generalizations.

G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

G. Certain basic economic question related to allocation are resolved in some fashion by every society. There questions are:

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ation are resolved in some
by every society. There questions are:

a. The U.S.S.R. comes closer to being self-sufficient in terms of minerals needed for industry than any other country.

b. Although the U.S.S.R. has more of the resources needed for industry than the U.S. does, many of the resources are located long distances from where they are needed (in term of either industry, population centers and so markets, or transportation routes.)

K. Natural resources are not the only thing needed for a large economic output. Output is affected by labor and capital, and so by the decisions people make about what, how much, and how to produce goods and services.

II. The Soviet government makes a very large proportion of the decisions about what shall be produced, how it shall be produced, and who shall get what part of what is produced.

24. Have children read about the extent of resources available in the Soviet Union. Afterwards, show the filmstrip on Natural Resources in the Soviet Union, drawing upon what children have learned to discuss the filmstrip as it is shown.

Jackson, Soviet Union pp. 104-114.
Filmstrip: Natural Resources in the Soviet Union, S.V.E.,

Goode's World Atlas.

25. Perhaps project a graph comparing the production of and reserves of certain resources in the U.S. and in the U.S.S.R. (use as current data as possible. Many texts on Soviet goegraphy will include somewhat older data. Many general geography will include both maps and graphs comparing production of specific resources.) Ask: Does the U.S.S.R. have enough mineral resources to have as high a living level as we do?

26. Now have the children compare the mineral map with a map showing transportation routes and population distribution. Ask: What problems do the Soviets face in using the mineral resources? Refer to Jackson- Soviet Union, pp. 126, 132,134

Jackson, Soviet Union, pp. 126,132,13

27. Ask: What other things besides land and mineral resources would affect how much is produced in the Soviet Union and therefore how many goods and services people will have? (Point out that they will check their ideas later in the unit.)

28. Say: Naturally, the amount of goods and services produced affect how people live. We are going to look next at how the Soviet people live. As we do so, we are going to see some differences between Soviet life and ours other than the actual amount of goods and services different people can get. To help us examine these differences, we need to review something else which we learned earlier this year.

(1) What and how much of each good or service shall be produced? (2) How much shall be produced in total? (3) How shall these goods and services be produced? (4) How shall these goods and services be distributed among the people?

In a private enterprise system it is the market which serves largely to resolve the questions of: What and how much shall be produced? How shall it be produced? and Who shall get what products and services?

Economic systems differ as to how questions are resolved about what and how much to produce, how it shall be produced, and who shall get what goods and services.

Societies differ in terms of the kinds of services which are provided by the governments.

A. The government owns most of the houses in the U.S.S.R., although people with enough income are now able to build their own if they can get the materials and do not rent them.

B. The government provides nurseries for young children and also provides health care and other services to the people.

Ask: Why can't we all have all of the goods and services we want? (Review the idea of scarcity studied in unit one.) Then say: Since there are too few productive resources to provide all that people want, any society will develop some ways of deciding what and how much of each thing to produce. How is this question worked out in our society? (Place the question on the board and review what children learned about how it is resolved in our society.) Then ask: What are the other economic questions which must be worked out? (Review them from unit one, writing each question on the board.) Ask: How are these questions worked out in the U.S.? Now say: Not all countries handle these questions in the same way. As we look at how the Soviet people live, try to find out how these questions are worked out in the U.S.S.R.

Read pp. 57-69 in How People Live in the U.S.S.R.
and/or Soviet Union, pp. 81-92, 99

Clarke, How People Live In the U.S.S.R.

Scholastic Books, Soviet Union.

9. If the children have studied the Center's second grade course, ask: what can you remember about the Soviet family in Moscow? Where did it buy it food and clothes and other things? Where did it live? Who paid for its medical care? What did the mother do? Who took care of the babies while she was working? What living conditions did the family have? If children have not studied the second grade course, take time at this point to do some of the activities from the parts of the unit suggested above.

Carls, Around the World.

View film Soviet School Children.

Film: Soviet School Children, Bailey/Films Associates.

In communist countries, consumers do have a say in how they spend their money for products and services available to them.	C. The government owns almost all stores in which the people shop. People can choose what to buy from any of the goods the government decides to produce if: (1) They have enough money and (2) the government has produced enough to satisfy the demand so that there are not shortages.
In practice, in communist countries the means of production are almost all owned by the government and most of the basic economic decisions are made by the government.	D. The government owns the factories and other businesses in the Soviet Union. Almost all urban people work for the government.
Identifies differences in data.	
Identifies differences in data.	E. Young people do not have as much freedom in selecting their vocations in the U.S.S.R. as in the U.S
Identifies differences in data.	F. The government has decided general principles about how much shall be produced of what kinds of products and how things shall be produced; however, managers have made some decisions and are now making more of them.
Even in a communist society, plant and farm managers make decisions, within limits, on how resources shall be combined to produce what the government asks them to produce.	

30. As the children discuss the stores, make sure tha
they understand that the main stores are owned by
the government. Show the filmstrip on *Foods, Market and Stores in the Soviet Union*, omitting
the frames on free markets at this point. Begin
with frame 39 on the stores and then show some
of the private venders in the cities. Put off
showing the farmers' markets until #39. As you
show the frames, try to bring out the answers to
such questions as: Do the Soviet people
have free choices of stores at which to shop? Who
owns the stores? Who owns some of the street shop
Can people choose which goods to buy from among
the things in the stores? What may limit which
of these things they can buy? Are they always abl
buy these things they want even if they have the
Why?

31. Tell children that the government owns factories,
mines, and other businesses. Almost all urban
people work for the government in some way or
another. They may work in government factories
stores, etc. Ask: How does this differ from the
U.S.?

32. Tell pupils how a person's life work is determine
How does this differ from the U.S.?

33. Ask: If factories are owned by the government, wh
how much to produce of different things? How shal
be produced? How does this differ from the U.S.?
pupils briefly about the quota system for factori
the role of factory managers in making decisions.
Refer to Readings on the Soviet Union. Then have
children complete Student Activity #10.

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stand that the main stores are owned by
ment. Show the filmstrip on Foods, Mar-
res in the Soviet Union, omitting
on free markets at this point. Begin
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hings they want even if they have the money?

Filmstrip: Food, Markets and Stores in the Soviet Union, S.V.E.

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factory managers in making decisions.
adings on the Soviet Union. Then have
mplete Student Activity #10.

Nove, Soviet Economy ch. 6.

Appendix: Readings on the Soviet Union.

Student Activity #10.

G. Most economic systems are in the process of constant change.

G. Economic systems are usually mixed.

S. Applies previously-learned concepts and generalizations.

G. In a market economy prices are affected by changes in supply and demand, and prices affect supply and demand.

G. The government sets
determines how goods
distributed among th

systems are in the
nstant change.

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iously-learned
generalizations.

economy prices are
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G. The government sets prices and wages and so determines how goods and services will be distributed among the people.

34. Say: Some changes are taking place in the Soviet Union. Suppose you had lived there when there were great shortages of clothes. Would you have refused to buy a dress or a suit, etc. just because you didn't like the style or the quality? Why? Point out that production of consumer goods has increased greatly. Now there are many more clothes for sale. People have purchased more and are not in such need for new clothes. Ask: Now suppose you are a Soviet consumer. Would you refuse to buy a dress or a suit if you did not like the quality or style? Why? Tell the class that many Soviet stores began a few years ago to have many unsold goods which consumers would not buy.

Now explain the experiments which have been taking place in more and more stores and factories which reward managers in terms of the goods sold, not just produced, and which make store managers more responsive to consumer wishes. Make sure that children understand that this is a recent experiment and does not apply to all factories and stores. Ask: How would the recent changes which I described to you about more attention to consumers' wishes affect managers? Point out that they are having to pay more attention to what it being sold and are also being given more control than formerly over making decisions about (a) what styles and variations of products to produce, and (b) How to produce these goods. However, they are still affected by government allocation of raw materials and other factors of production and by overall quotas.

35. Tell pupils that the government sets prices in the Soviet Union. Ask: Does the government set prices in this country? Review the way prices are determined in this country. Ask: What can the Soviet government do if goods are in short supply?

G. In practice, in communist countries the means of production are almost all owned by the government and most of the basic economic decisions are made by the government.

G. The money income people receive, whether in the form of wages, interest, rents, or profits in a free enterprise economy, is the main factor in determining how goods and services will be divided--who will get what part of the goods and services produced in a country.

G. Wage rates are affected by the supply and demand for labor in a market economy.

G. In practice, in communist countries, the means of production are almost all now owned by the government and most of the basic economic decisions are made by the government.

G. The fundamental difference between economic systems is in how and by whom the basic economic decisions over allocation of resources are made, rather than in who owns the resources.

G. In command economies most of the basic economic decisions are made by the government.

S. Gains information by listening.

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n communist countries
production are almost
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wages, interest, rents,
a free enterprise economy,
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vices will be divided--
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tion by listening.

H. Farmers work on collective farms or on government farms. Individuals work for the farm as a whole, but they are also allowed small plots to work as if they were their own. The collectives follow government orders on what to produce, but the manager makes some decisions on how things shall be produced.

6. Ask: How does this country's economic system affect how goods and services are distributed among people in the country? Who gets more of the goods and services? Why do some people get more? (Relate to supply and demand for their services.) Suppose the Soviet government wants to see that certain groups get more. What might it do? Does it have to set wages in terms of supply of labor for certains jobs it wants done? Why might it offer higher wages to some workers? View film Women of Russia. Ask: What kinds of work do women do in the Soviet Union that you would not find woman doing in the United States?

Film: Women of Russia
International Film
Foundation.

37. Say: Suppose we visited a rural area in the Soviet Union, by viewing the film Russian Peasant. Let's look at one family.

Discuss: What kinds of work do men and women do on the collective? Do the people have to pay for baby-sitters as your parents do? Who owns the land? Where do farmers live? Is this the farmer's way of life in this country? Who decides what will be produced on the farms? How are farmers paid? How are prices of farm products set for food sold to the government? How are farm prices set in this country? How are farm prices set in the U.S.S.R. on goods sold in the farmers' free markets? Now show the class frames on these free markets from the filmstrip on Foods, Markets and Stores in the Soviet Union.

Film: Russian Peasan
International Film
Foundation.

Filmstrip: Foods,
Markets and Stores
in the Soviet Union
S.V.E.

. Gains information by studying pictures.

. Gains information by studying films.

. In command economies, the means of production are almost all owned by the government and most of the basic economic decisions are made by the government.

. In a private enterprise system it is the market which serves largely to resolve the questions of: what and how much shall be produced? How shall it be produced? and Who shall get what products and services?

. Economic systems differ from one society to another .

. In a private enterprise system it is the market which serves largely to resolve the questions of: What and how much shall be produced? How shall it be produced? and Who shall get What products and services?

III. The United States and the Soviet Unio
differ with regard to the amount of i
fluence the consumer has on productio
ownership of factories and businesses
and control of monetary and natural
resources. In the areas of agricultur
production, however, the government h
had to relax the stand on state contr
The farmer's markets on collective fa
are probably the most obvious example
of free enterprise in the U.S.S.R.

38. Have pupils read about farming in the Soviet Union. Then show the filmstrip Agriculture in the Soviet Union.

39. Ask children to think about information they have seen that told them how decisions are made in Russia as to the goods that are produced. Ask: Do the people help to decide this by the kinds of things they buy? What happens if people want things that the government does not think are important enough to produce? In America, who decides what goods should be produced?

Also ask: Who owns most of the stores in the Soviet Union? Does the government control prices in the farmer's Markets Why do you think the government lets the farmers continue to sell things like this? (Food is needed and the farmers produce more when they think they have freedome to choose what they will grow) Does this remind you of the kind of buying and selling you see in the United States? How? (People buy and sell what they want to.)

Review once more the basic economic questions which are resolved in some way in all societies. Put on board. Now ask: How are these questions decided in the U.S.? How are they decided in U.S.S.R.?

out farming in the Soviet Union. Then
Agriculture in the Soviet Union.

Jackson; Soviet
Union, chapters,
7-8

Filmstrip:
Agriculture in the
Soviet Union, S.V.E

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decisions are made in Russia as to the goods
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hey think they have freedome to choose
) Does this remind you of the kind of
you see in the United States? How?
l what they want to.)

e basic economic questions which are
y in all societies. Put on board.
ese questions decided in the U.S.?
d in U.S.S.R.?

Certain basic economic questions related to allocation are resolved in some fashion by every society. These questions are: (1) What and how much of each good and service shall be produced? (2) How much shall be produced in total? (3) How shall these goods and services be produced? (4) How shall these goods and services be distributed among the people?

Economic systems are usually mixed, with both public and private ownership and with decisions made both by the government and by consumers.

Private enterprise systems are really mixed economies, with government ownership of some means of production, and some socialized goods and services. (Government taxation and spending policies affect what and how much shall be produced and who will get what goods and services.)

Most economic systems are in the process of constant change.

A serious gap between what people think they should have in terms of levels of living and what they have may result in revolution if they can find no peaceful means of achieving change.

Gains information by listening.

IV. The Soviet economic system is part of a larger social system which was introduced into Russia as a result of polical revolutions.

0. Draw a line on the board to represent a continuum between a market economy and a command economy. Ask: Where would you place the U.S. on this line? (Make sure that children understand that it would not be at the very end. Review the role of the government if necessary.) Now ask: Where would you place the U.S.S.R. on this line before the recent changes in how managers are judged? Would you place it way at this end? (Make sure that the children understand that although factory managers made some decisions, they were appointed by the government and so served the command economy. Little attention was paid to the consumers because of the shortage of goods.) Now ask: Where would you place the U.S.S.R. today?

1. Once children are really aware that the government owns the means of production in the U.S.S.R. and that people shop in government owned stores and live in government owned houses and work for the government, they are likely to ask: Why is this true, or how did this happen? At this point it is probably wise to give them a brief background of Russian history to explain the development of communism in Russia. You might do several of the following:

   a. Read aloud, paraphrasing some part, the description in Roberts of the life of serfs and then peasants in Russia prior to the Bolshevist revolution. Then discuss: Suppose you had been a peasant in Russia at this time. How would you have felt? What would have you wanted? Now tell the children that the population in these rural areas increased greatly during the last part of the 19th century but that the villages got no more land to work. Ask: How would this population increase affect their lives?

Roberts,Lenin an
the Downfall of
Tsarist Russia
pp. 13-14.

b. Read aloud, paraphrasing some parts, the description of Roberts, of life of industrial workers in late 19th century Russia. Ask: Suppose you had been a factory worker in Russia at this time. How would you have felt? What would you have wanted?

Roberts: Lenin and the Downfall of Tsarist Russia page 15 (city.)

c. Outline material in Chapter 2 of Allen and Howland. Complete Student Activity No. 11 or 12 with children. Distribute Student Activity #13 and also complete with children.

Allen and Howland, The Soviet Union and Eastern Europe, chapter 2.

d. Tell the class about Marx's views of the lot of workers in mid'19th century Europe and about his basic ideas for improving the lot for workers. Do not go into much detail, but explain that he blamed the poor conditions on the system of ownership of means of production --on how workers were treated like owners. Then ask: If you believed this, what would you think might be done to improve the conditions for workers? Now tell the class that Marx though the first step was to have the workers revolt and take over the government. This means of production should be owned in common. Followers of Marx felt that to begin with, at least, the government should own the means of production, since the government would represent the workers and farmers after the revolution.

Perhaps explain very simply Marx's idea that differences in classes would finally disappear and people would get what they needed.

G. War has serious physical and economic effects upon the people in war-torn areas.

S. Interprets simple bar graphs

G. Differences in levels of living may result in part from differences in the stage of development rather than in the type of economic system per se.

G. In all societies people have certain economic goals. Although some economic goals are much alike, different societies place differing emphases upon them and even have quite different goals.

G. People generally would like to see their economic systems provide economic growth (and so higher levels of living).

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living).

V. Although living levels in the U.S.S.R. are lower than those in the United States, it must be remembered that the U.S.S.R. was much further behind the U.S. when the communist government took over, the Soviet Union suffered great economic destruction as the result of wars, and the government is trying hard to increase prodnction which should eventually raise living levels greatly. They have already risen considerably in the last few years.

   A. The U.S.S.R. suffered great physical destruction and economic setbacks during the Civil War and World War II.

   B. The Soviet government took over a country which was far behind the U.S. and many other countries in production output.

   C. Although the economic goals of the U.S. and the U.S.S.R. differ in some ways, the people of both countries wish to raise living levels.

Do not go into detail on Marx's ideas or try to explain his other ideas. They are too difficult for children at this age to understand.

e. Perhaps read aloud descriptions or show the class pictures of some of the destruction which took place in Russia as a result of World War II and of the Civil war. Ask: Why would this make the job of government harder now that it owned the means of production.

f. For further reference see suggested books in Appendix.

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g. View and discuss the film Russia. Highlight the changes over time.

42. Ask: What are the basic economic goals of people in our country? Of the Soviet Union? How do the economic goals of the two societies differ?

F
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y are too difficult for children at
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d descriptions or show the class
of the destruction which took place
sult of World War II and of the
hy would this make the job of
now that it owned the means of

ence see suggested books in

Appendix; Crane, The Story of the Soviet Union. Caldwell, Communism in Our World, Wallace, Getting to Know the Soviet Union, Chabe, How People Live in Russia, Snyder, The First Book of the Soviet Union, Jackson, Soviet Union.

the film Russia. Highlight
time.

asic economic goals of people
the Soviet Union? How do the
e two societies differ?

Film: Russia, International Film Foundation.

G. Peoples differ in the degree to which they desire a reduction in inequalities of income.

G. People differ in the degree to which they desire freedom of economic choice of occupation, and disposal of income.

G. People differ in the degree to which they want to permit people to own productive resources and decide what they will do with them.

S. Identifies differences in data.

A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

S. Looks for points of agreement and disagreement among authors and other sources.

G. Living levels in the U.S. are high compared to those in most countries.

A EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

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D. It is difficult to compare living levels between countries.

1. It is not easy to get accurate, unbiased accounts in this country of what living levels are like in the U.S.S.R.

43. Ask: What differences are there between American farm and city life? (work people do, transportation, kinds of houses) Are there any differences between Russian farm and city life? Show pictures of Russian city and and farm life. Ask Children to look for similarities and differences with regard to life in the U.S.S.R. and the United States. Ask: Can we rely entirely on pictures to make our comparisons? Who decides which pictures to take and which to print in books and newspapers? Could pictures show only the good or bad things about a country? (Perhaps show a selection of pictures of poor conditions in children's own city or state.)

44. As you read the following selections, ask children to listen for: (1) agreement or disagreement between the material and pictures they have seen (2) agreement or disagreement between books.

After the reading ask: What things did you learn from the reading that might help you to judge how well Russia has succeeded in producing goods that are needed and how Russian standard of living compares with ours? Did the reading give you a better picture

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e? (work people do, transportation, kinds
re there any differences between Russian
y life? Show pictures of Russian city and
e. Ask Children to look for similarities
ces with regard to life in the U.S.S.R.
ed States. Ask: Can we rely entirely on
make our comparisons? Who decides which
take and which to print in books and
Could pictures show only the good or bad
a country? (Perhaps show a selection of
poor conditions in children's own city

the following selections, ask children
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that might help you to judge how well
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Filmstrip: Housing and Life in Soviet Union S.V.E.

Nat'l Geographic, Dec. 1959, p.727

Nat'l Geographic, Sept, 1959, p.397.
Jackson, Soviet Union pp. 129-134, 95-103
Caldwell, Communism in Our World, p. 55
Thayer, Life World Library: Russia, pp. 86-89, 56, 57, 74.

Snyder, First Book of The Soviet Union, pp. 66-70.
Jackson, Soviet Union pp. 128, 95-102
Thayer, Life World library: Russia, pp. 62-63.

Interprets charts.

Living levels in the U.S. are high compared to those in most countries.

2. It is not easy to get accurate statistics on living levels, and comparisons between countries are always difficult because of differences in quality of goods, purchasing value of money, etc.

Societies differ in terms of the kinds of services which are provided by the government.

3. The Soviet government provides many services for people that we, in the United States, obtain through our own means. This difference in services makes it difficult to compare living levels by just comparing average wages or how many hours it takes a man to earn certain products.

It is difficult to compare living levels between countries because of differences in the kinds and amounts of government services provided people.

of the comparison between the two countries? Can you be sure that you are getting all of the facts from the books I read to you? Why?

45. Show Comparative Purchasing Power Charts entitled "Work Time Required for Buying." Ask: Does this chart give you a clearer picture of the difference between the two countries in the amount of work that the people must do in order to buy things? What are the most necessary things on the list? (staple foods) Which food has nearly the same cost in each country? What can you say about the other foods? How does the cost of clothing compare in the two countries? How many times more expensive is a man's suit in the U.S.S.R. than in the U.S.? How much more expensive are shoes? Money we spend for food and clothing is part of what we call the "cost of living." What can you say about the cost of living in the U.S.S.R. and in the U.S.

Appendix: Comparative Purchasing power Charts.

Say: One of these charts appeared in a book published in 1964. The other appeared in a book published in 1967. Have the children compare the two charts. What does the second chart indicate about whether or not the Soviets are catching up at all with the U.S. in terms of living levels.

46. Review what children learned in the second grade unit on government services provided the people of the Soviet Union. How do they compare with those provide in this country? Ask: What things does the government do for the people? How is this different from the way we do it in our country? How does this difference in government services make it difficult to compare levels of living?

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

G. At any given time the total economic output is affected by the quantity and the quality of productive resources (land and natural resources, labor and capital goods), by the level of technology, and by the efficiency of the organizational structure.

S. Applies previously-learned concepts and generalizations to new data.

G. Societies produce some capital goods which do not satisfy consumer wnats directly but which are used to produce more goods in the long run.

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WHEN IT CONTRADICTS
CEPTIONS.

F. The U.S. leads the U.S.S.R in the production of meat, grain, vegetables and milk. The U.S.S.R produces more wool than the U.S. does.

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G. Although the U.S.S.R. is still behind the U.S. in production of con sumer goods, the country is working hard to catch up. People go without things which we consider necessary in order that production may be geared toward what the government thinks is important. By adding to its machines factories and mines, the Soviet government hopes to catch up and pass the U.S. in production and living levels.

rned concepts and
data.

capital goods which
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uce more goods in the

47. Show a bar graph comparing Soviet and U.S. industry and a bar graph showing U.S. and U.S.S.R. per capita production of food. Ask: What product does Russia produce nearly as much of as the U.S. does? (milk) which product does Russia produce more of ? (wool), About how many times more meat does the U.S. produce than Russia? Which products do you suppose are the most expensive for the Russian people to buy? (those that are most scarce). If a product is scarce, how can the government keep people from wanting to buy it? (Can put a high price on it). Jackson, Soviet Union, p. 117

48. Ask: According to the figures which we have seen, does it seem that the Soviet people have as many things as Americans? Are these figures just someone's opinion? Do they seem to be more dependable than pictures or written reports? If we judge a country according to how well its people live, can we say that the Soviet Union will never catch up with us? (No, because the Soviets are working hard to do so). How can we tell that they are working hard to bring up their level of living? (People go without luxuries so the money can go to build more factories and industry; nearly all women work, etc.) What happens to money that could otherwise go toward making things like cars, radios, good clothes? Could this be done in America unless the people agreed to do it.?

49. Show pictures of large factory producing machines. Ask: Why does the Soviet Union build so many factories such as these when people do not get all of the consumer goods they want? Why do the Soviet leaders wish to build more factories for steel and machines and to open up more mines? What do they hope will happen to production of consumer goods as time goes on? Why? Why is it necessary to save to get greater production in this country? Why is it easier for

Savings (or forgoing present consumption) are required for investment or capital formation.

Capital formation through saving is a major means of increasing an economy's total output over time, because it increases productive capacity. Thus it is a means of raising living levels.

Gains information by studying pictures.

H. Unlike the promise of equality made by Marx in his writings on communism, the salaries of the Soviet people are far from equal. Although the Soviet Union attacks the United States for having a society with social classes, the Soviet society is not classless.

Whenever things valued by a society are scarce, there will be a differential access to and control of these values and scarce things by sub-groups within the society.

Interprets tables.

the Soviet government to get large savings for factories than it would be in this country? Refer to 116-120 in Jackson.

[illegible]
Jackson; Soviet Union.

Show the the comparison graph of Industries which indicate the great increase in production in the Soviet Union. Ask: What does this show us about what the Soviets have been able to achieve?

Appendix:
Comparison Graph of Industries

Show pictures of Soviet people who live in different kinds of homes and seem to have different levels of living. Ask: Do these people have the same kinds of clothes? of homes? Do some have more than others? do we have different social classes in our country? Does the United States claim that all Americans belong to the same class? What did Marx think would happen to classes after a communist revolution? (immediately? in the long run?) Do you think classes have disappeared in the Soviet Union?

National Geographic
Sept, 1959, pp. 358,359,374.

Thayer, Life World Library: Russia, pp. 76-77, 83-85.

Show the breakdown of salaries. Ask: Are salaries for Russians the same regardless of the kind of work people do? Do some people receive more than others? Is this what Marx wanted? How about salaries in this country--are they the same for all jobs. Do we believe that they should be all the same? Do some people work harder than others? Are some people able to do things that others cannot do?

Appendix:

Wages in the U.S.S.R.

Every economic system faces scarcity or lack of enough productive resources to satisfy all human wants.

Ways of living differ from one society to another, each culture is unique.

Gains information from reading.

Gains information from role playing.

Ways of living differ from one society to another; each culture is unique.

Economic systems differ from one society to another.

The fundamental difference between economic systems is in how and by whom the basic economic decisions over allocation of resources are made rather than in who owns the resources.

VI. The U.S.S.R. and
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A. Living space

B. Family life,
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B. Information i
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VI. The U.S.S.R. and the U.S. differ in how they try to answer the questions raised by the problem of economic scarcity.

  A. Both the U.S. and the U.S.S.R. face problems of scarcity in terms of wants.

  A. Living space is at a premium in Soviet Cities

  B. Family life, although strained under living in close quarters, is warm and cooperative.

  B. Information indicates that the United States and the Soviet Union differ in some respects in the function and control of consumers, industry, business, and wealth; provision for education of citizens; manner in which people obtain jobs; the atmosphere in which buying and selling are carried on.

rather

52. Ask: Why don't the Soviet people have as many goods and services as they want? Why don't we have as many goods and services as we want? What disadvantages did the Soviet government face after the revolutions which got rid of the Tsarist government?

53. Let's visit a typical working-class Russian family. Read aloud with the class the description of the Chekhov family. Following the reading session have the children role play situations and events which occurred in the lives of the Chekhov family. One device which the teacher may employ is to write the situations on index cards. See Appendix for plays to be acted out. A group then picks a card, and perform the play. The rest of the class could "guess" what the play shows.

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54. For a final look at the economic structure of the Soviet Union, organize a discussion with one panel of four of five children representing the U.S. and another representing the U.S.S.R. Let each person on the panel be responsible for one aspect of living in the country:

Homes and food
Education
Employment--jobs available
Buying and selling.

In all aspects of the discussion, insist that the children back up opinions with facts that they have become acquainted with during the unit. A breakdown of the family income showing expenditure for homes and food is found in Thayer. This could be interpreted by a child and a comparison might be made with the breakdown of an American family income. The vital aspect of the discussion, however, should be to point up the manner in which the U.S.S.R. is able to control economic planning because the government controls resources.

Thaye
Ru

Finally ask: What is the most important difference between the econom systems of the U.S.S.R and of the U.S.? (Answers should reflect the i of state control in the U.S.S.R. and consumer influence in the U.S.)

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typical working-class Russian family.
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Appendix:

The Chekhov Family

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organize a discussion with one panel of
children representing the U.S. and another
the U.S.S.R. Let each person on the panel
e for one aspect of living in the

Homes and food
Education
Employment--jobs available
Buying and selling.

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d is found in Thayer. This could be
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breakdown of an American family income.
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manner in which the U.S.S.R. is able
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Thayer, Life World Library:
Russia p.78

What is the most important difference between the economic
e U.S.S.R and of the U.S.? (Answers should reflect the idea
rol in the U.S.S.R. and consumer influence in the U.S.)

55. Have the children read aloud the description of Ho Olga Becomes a Pioneer. Following the reading session have groups of children perform plays and the rest of the class could "guess" what the play shows. A short discussion to explain and clarify could follow each play. See appendix for situatio to be acted out. Another follow-up activity to th reading session would be for the students to make drawings which show the wide range of activities and functions of the Pioneers. This should includ not only the sports and cultural activities, but a the intellectual activities tied to the school.

56. Ask: Do these ways of living in the Soviet Union s strange to you? Why? Do you think they seem strang the people of the Soviet Union? Do you think our market economy and provate ownership would seem str to boys and girls in the soviet Union? Why?

ren read aloud the description of How Pioneer. Following the reading roups of children perform plays and e class could "guess" what the play t discussion to explain and clarify ach play. See appendix for situations t. Another follow-up activity to the n would be for the students to make show the wide range of activities of the Pioneers. This should include ports and cultural activities, but also al activities tied to the school.

Appendix:
How Olga Becomes a Pioneer.

ways of living in the Soviet Union seem ? Why? Do you think they seem strange to he Soviet Union? Do you think our and provate ownership would seem strange ls in the soviet Union? Why?

The dilemma of conformity vs individual autonomy occurs among the young of many societies

Gains information by role playing.

Gains information by drawing.

In all societies people are expected to behave in certain ways and not to behave in certain ways; they are are expected to believe that certain things are good and certain things are bad.

Culture is learned, not inborn.

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A. All Soviet children from the ages of 9 to 14 belong to the Pioneers.

C. Although the Soviet economic system differs from ours, it seems natural to the young people of the U.S.S.R. who are taught that this is the way an economic system should operate.

CULMINATING PROCEDURES

56. Have children complete map skill activity and/or crossword puzzle. Student Activity Nox. 14-16

57. For a general look at U.S.S.R., view the videotape "Form the Children of Russia: ZDRASTVITYEH!"

58. Have the children make dioramas of collective farms. Paint a mural contrasting either the cities, schools or homes in the U.S. and U.S.S.R.

59. Invite a person of Russian background to talk with the class.

skill activity and/or
Activity Nox. 14-16

S.R., view the videotape
sia: ZDRASTVITYEH!"

ramas of collective
rasting either the cities,
S. and U.S.S.R.

background to talk with

Appendix:
Student Activity Nos. 14-16

Videotape: "From the Children
of Russia: ZDRASTVITYEH!
21" Classroom, Chelmsford
ITV

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Russia, International Film Foundation.

The Russian Consumer, International Film Foundation.

The Russian Peasant, International Film Foundation.

Soviet School Children, Bailey/Film Associates.

A Visit to Moscow, McGraw-Hill Films.

Women of Russia, International Film Foundation.

FILMSTRIPS

Living in the Soviet Union Today Series, Society for Visual Education, Inc.

STUDY PRINTS

Map Symbols and Geographic Terms Charts, A.J. Nystrom and Co.

Soviet Union, Fideler Visual Teaching.

VIDEOTAPE

"From the Children of Russia: Zdrastvit yeh," Children of Other lands (21" Classroom), Chelmsford. ITV.

APPENDIX

RUSSIAN TEA CAKES

Mix together thoroughly:

1 cup soft butter
1/2 cup sifted confectioners' sugar
1 tsp. vanilla

Sift together and stir in:

2 1/4 cups sifted flour
1/4 tsp. salt.

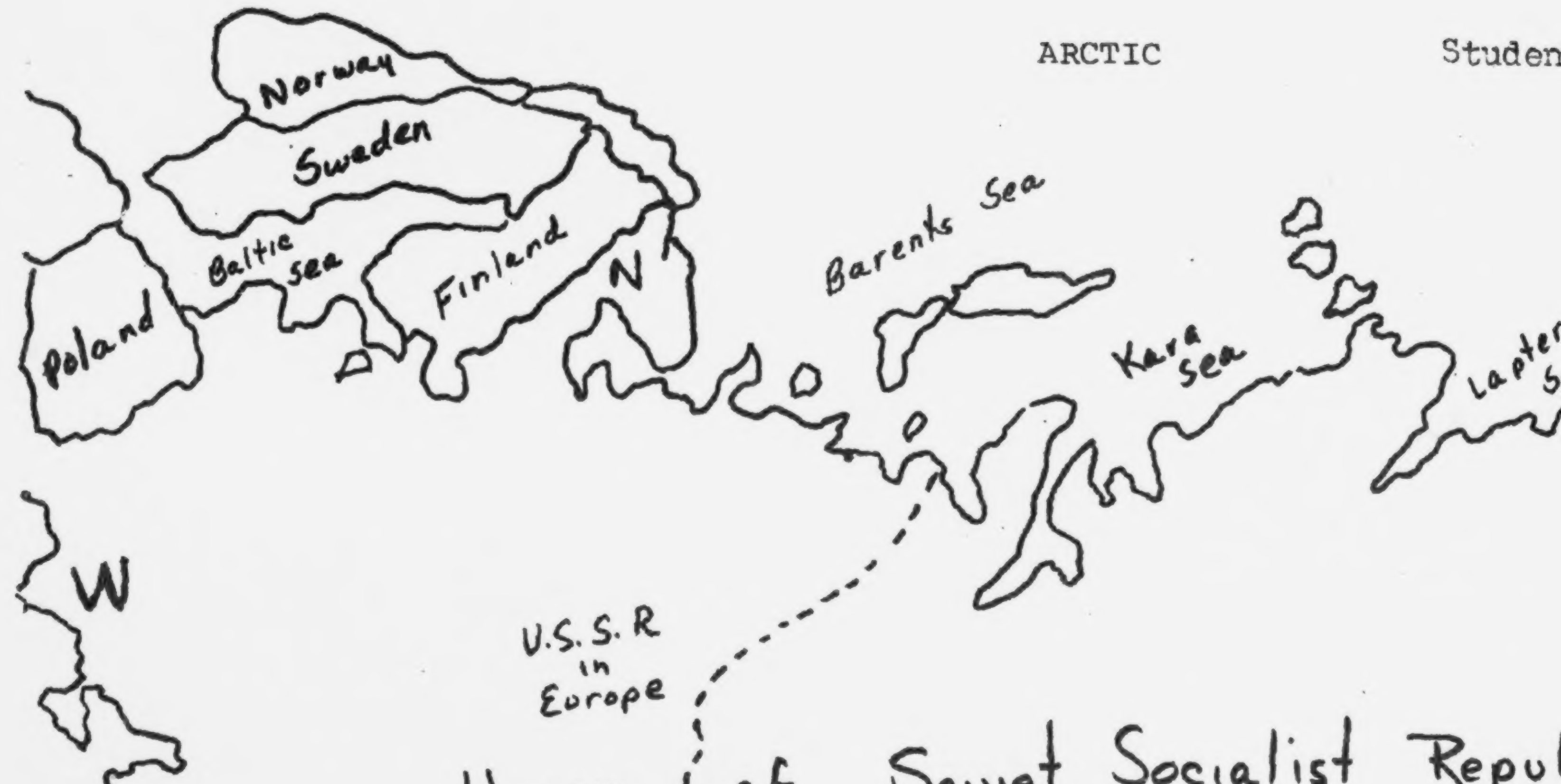
Mix in:

3/4 cup finely chopped nuts.

Chill dough. Roll into 1" balls. Place 2 1/2 " apart on ungreased baking sheet. Bake until set, but not brown. While still warm, roll in confectioners' sugar. Coll. Roll in sugar again.

Temperature: 400° (moderately hot oven)
Time: Bake 10 to 12 minutes.
Amount: about 4 dozen 1 1/2" cookies

Studen


ARCTIC
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Black Sea
Caspian Sea
IRAN
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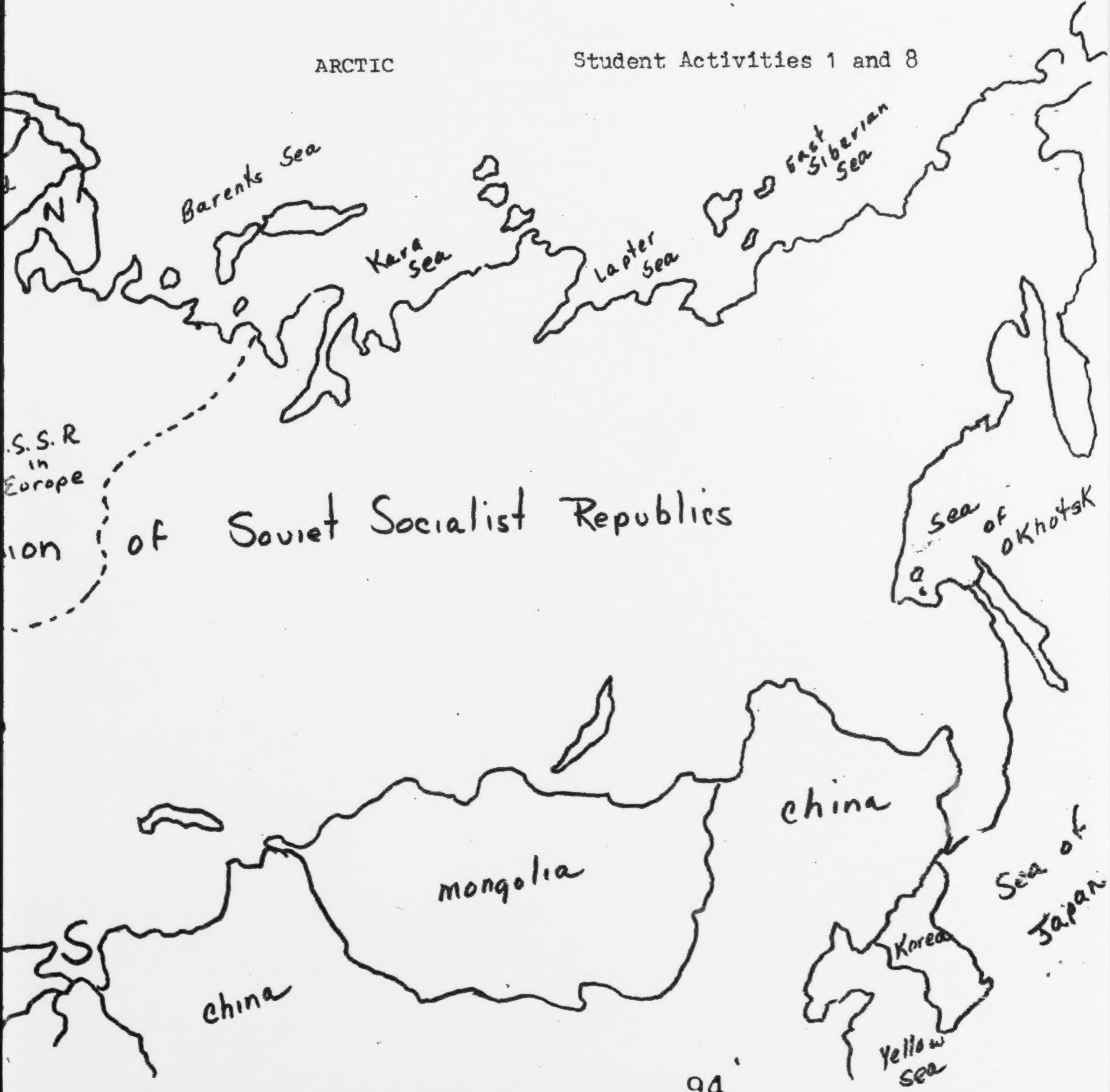
mongolia

Student Activities 1 and 8


ARCTIC
Barents Sea
N
Kara Sea
Lapter Sea
East Siberian Sea
.S.S.R in Europe
ion of Soviet Socialist Republics
Sea of Okhotsk
china
mongolia
Sea of Japan
Korea
S
china
Yellow Sea

KEY-POLITICAL BOUNDARIES-U.S.S.R.

☐ CHINA

☐ MONGOLIA

☐ AFGHANISTAN

☐ IRAN

☐ TURKEY

☐ ROMANIA

☐ CZECHOSLOVAKIA

☐ POLAND

☐ FINLAND

☐ NORWAY

☐ KOREA

STUDENT ACTIVITY #2

KEY-GEOGRAPHICAL BOUNDARIES-U.S.S.R.

☐ ARCTIC OCEAN

☐ PACIFIC OCEAN

☐ BLACK SEA

☐ CASPIAN SEA

POLAND

FINLAND

NORWAY

KOREA

Student Activity #3

Color Chart

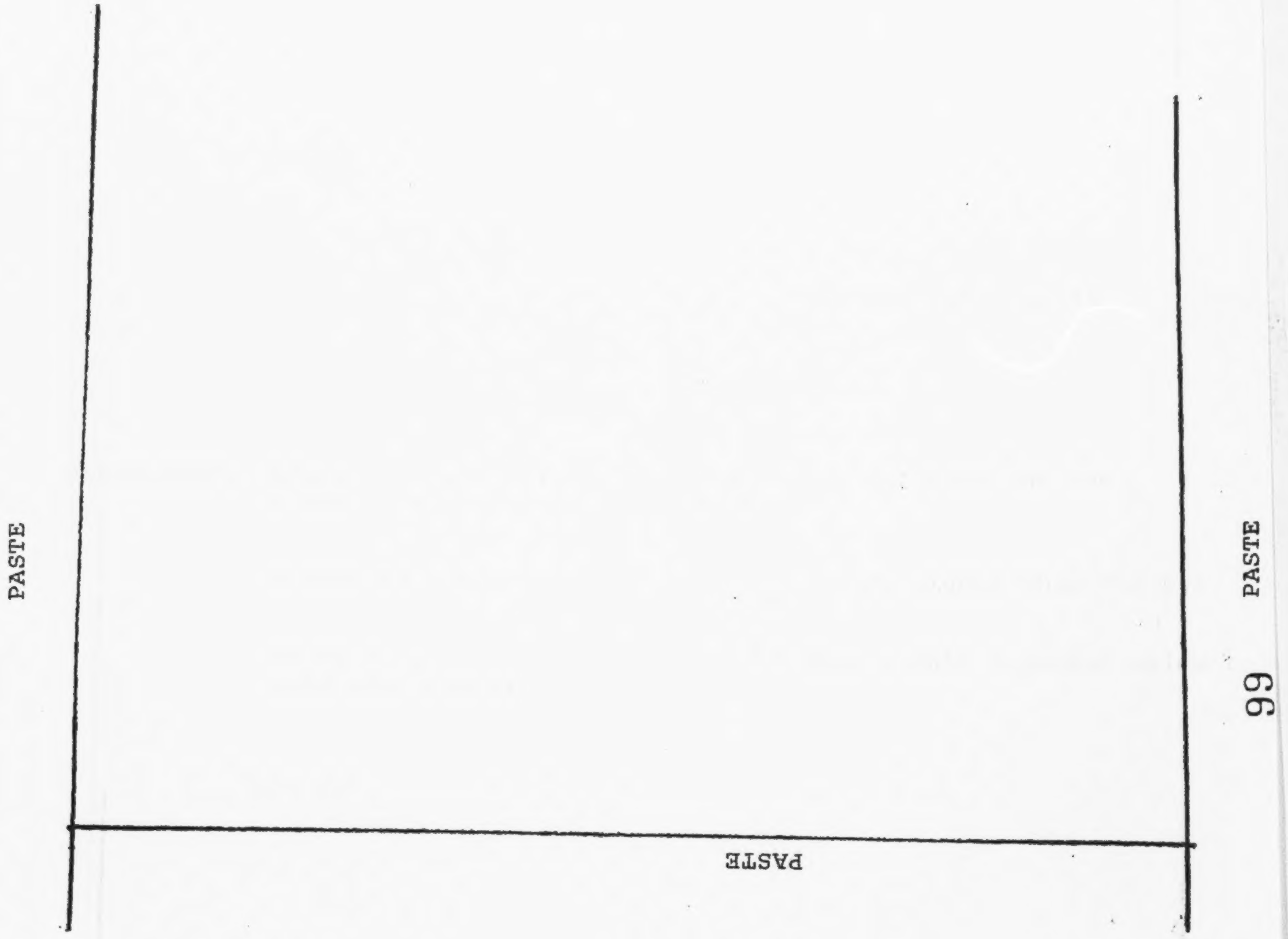
United States - Green

Souiet Union - Red

answer the following statement.

Russia is approximately___________times bigger than the U.S.

Using one half sheet of 8" by 11" paper, make a pocket below to hold your countries.


PASTE
PASTE
PASTE

student activity #4

SIZE

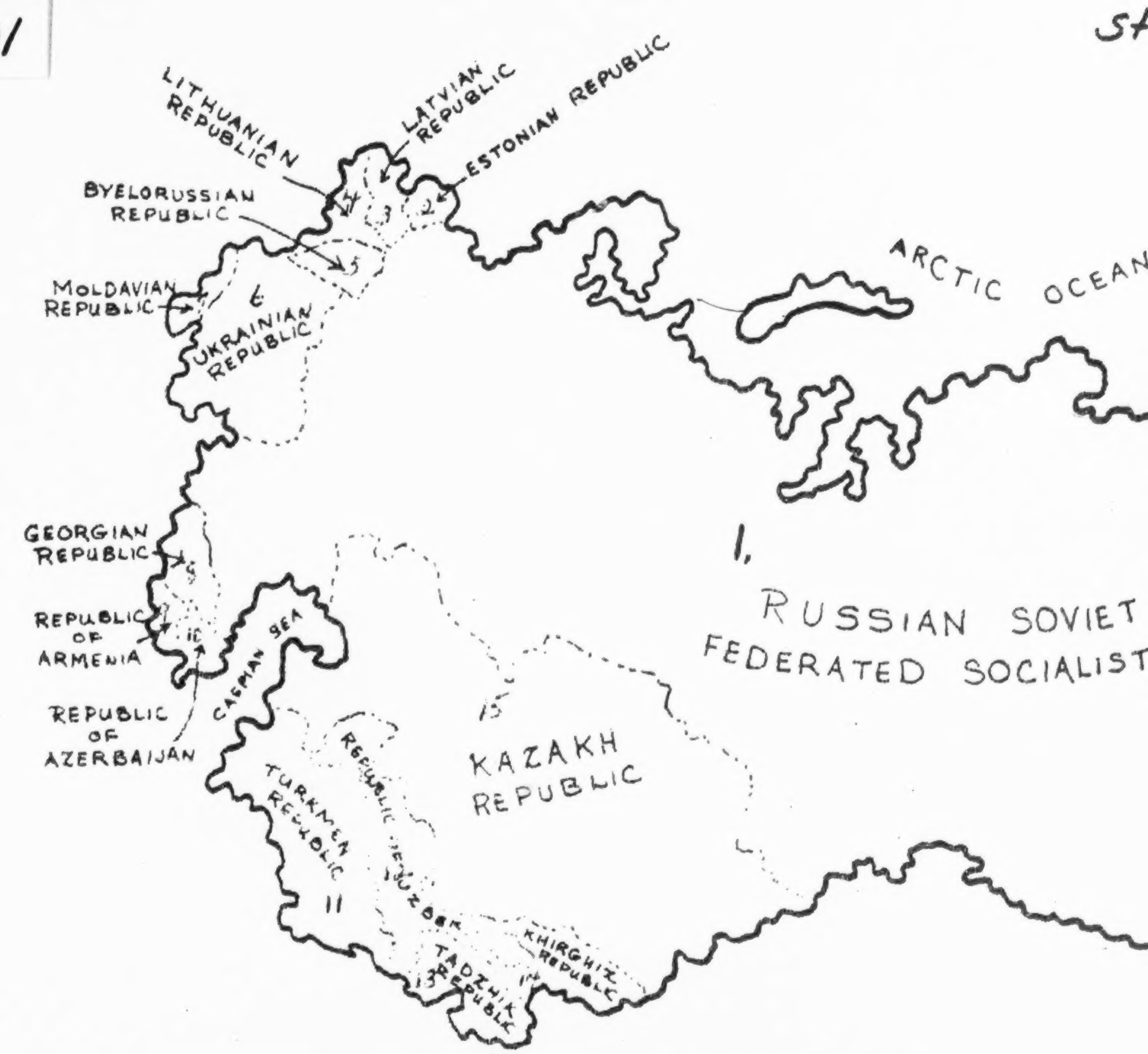
Directions: After you have colored the countries, cut them out and answer the following statement:

Russia is approximately___________times bigger than the U.S.

Using one half sheet of 8" by 11" paper, make a pocket below to hold your countries.

Directions: After you have colored the countries, cut them out and

101


SA
LITHUANIAN REPUBLIC
LATVIAN REPUBLIC
ESTONIAN REPUBLIC
BYELORUSSIAN REPUBLIC
MOLDAVIAN REPUBLIC
UKRAINIAN REPUBLIC
4
3
2
5
6
7
ARCTIC OCEAN
GEORGIAN REPUBLIC
8
REPUBLIC OF ARMENIA
10
REPUBLIC OF AZERBAIJAN
CASPIAN SEA
1,
RUSSIAN SOVIET FEDERATED SOCIALIST
15
KAZAKH REPUBLIC
REPUBLIC OF UZBEK
12
TURKMEN REPUBLIC
11
TADZHIK REPUBLIC
13
KHIRGHIZ REPUBLIC
14

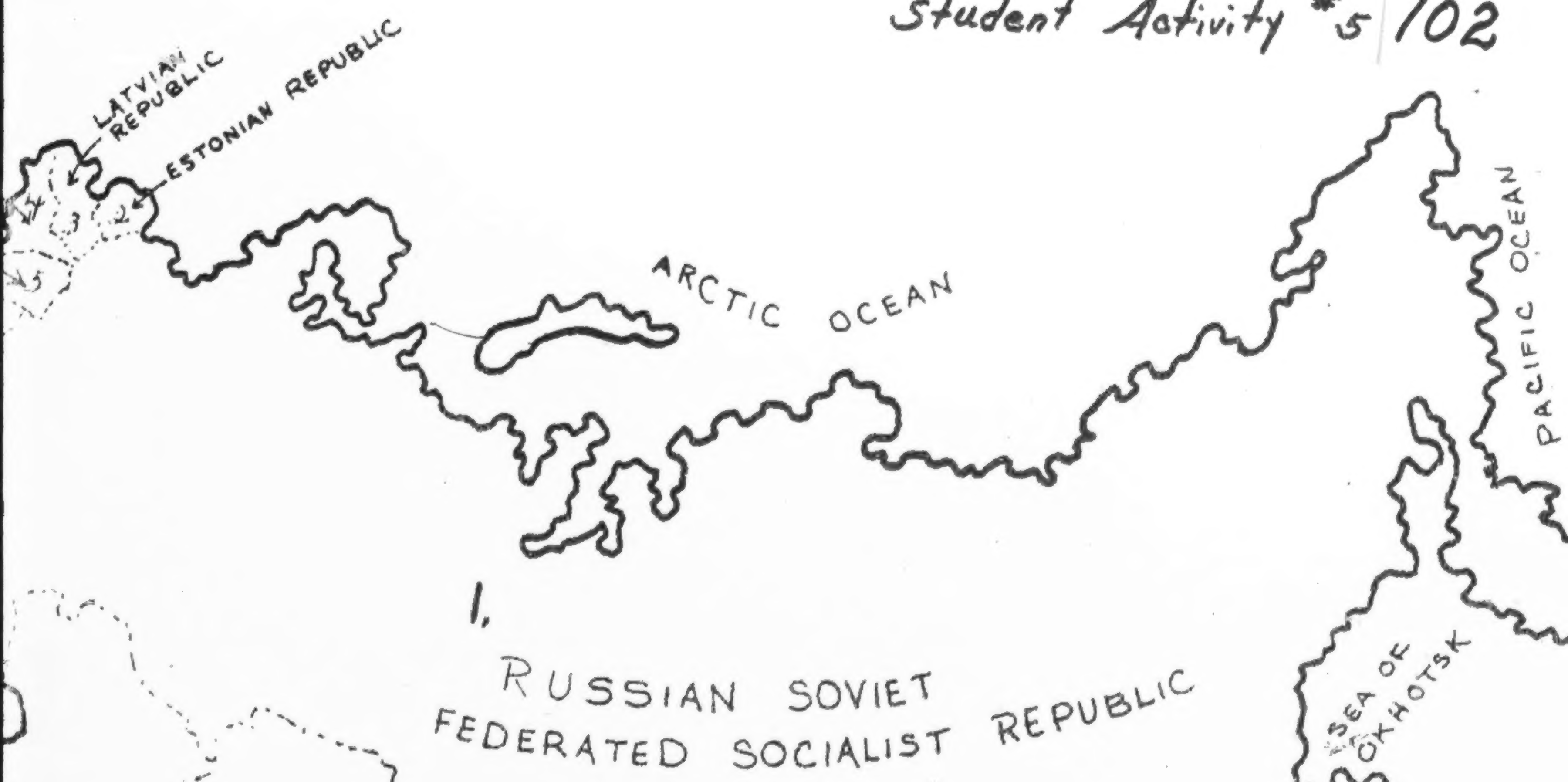
UNION OF SOVIET SOCIALIST REPUBLICS

1. & 1a. **Russian Soviet Federated Socialist Republic**
2. **Estonian S.S.R.**
3. **Latvian S.S.R.**
4. **Lithuanian S.S.R.**

5. **Belorussian S.S.R.**
6. **Ukrainian S.S.R.**
7. **Moldavian S.S.R.**
8. **Georgian S.S.R.**

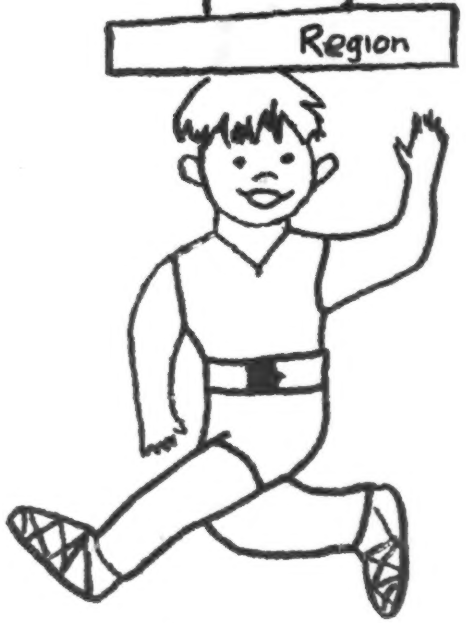
9.
10. & 10a.
11.
12.

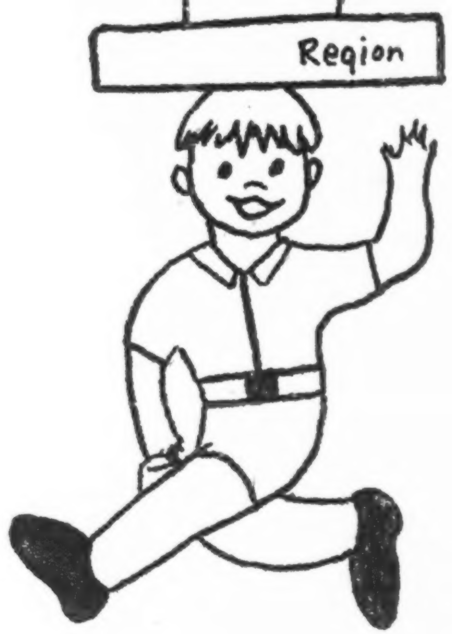
Student Activity #5

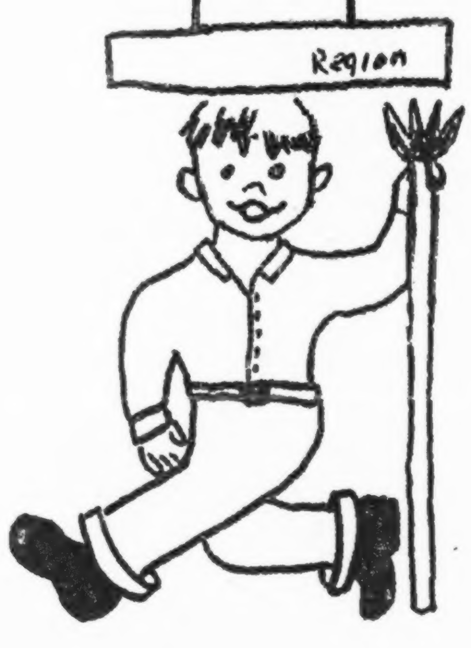

LATVIAN REPUBLIC
ESTONIAN REPUBLIC
4
3
2
5
ARCTIC OCEAN
PACIFIC OCEAN
1.
RUSSIAN SOVIET FEDERATED SOCIALIST REPUBLIC
SEA OF OKHOTSK
15
KAZAKH REPUBLIC
REPUBLIC
UZBEK
KHIRGHIZ REPUBLIC
TADZHIK REPUBLIC
13
14
R

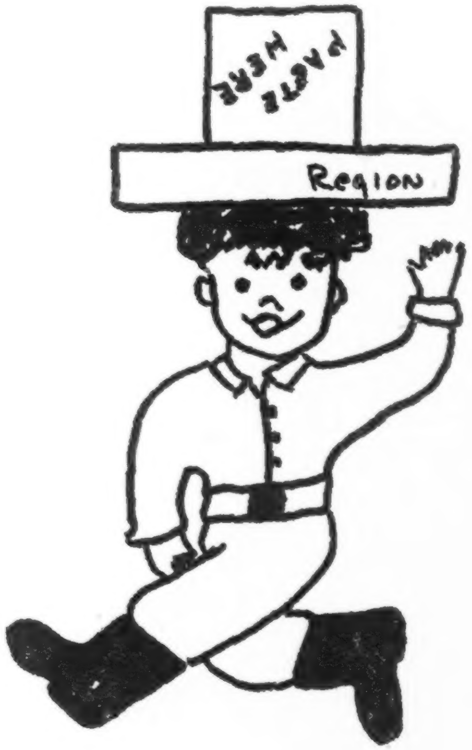
UNION OF SOVIET SOCIALIST REPUBLICS

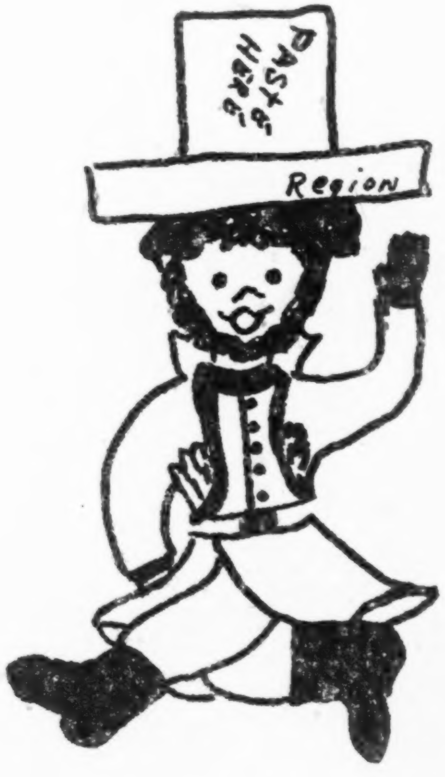
rmo iet Federated Socialist Republic	5.	Belorussian S.S.R.	9.	Armenian S.S.R.	13.	Tadzhik S.S.R.
zeri .R.	6.	Ukrainian S.S.R.	10. & 10a.	Azerbaijan S.S.R.	14.	Kirghiz S.S.R.
urkm R.	7.	Moldavian S.S.R.	11.	Turkmen S.S.R.	15.	Kazakh S.S.R.
zbe S.S.R.	8.	Georgian S.S.R.	12.	Uzbek S.S.R.		


Region


Region


Region

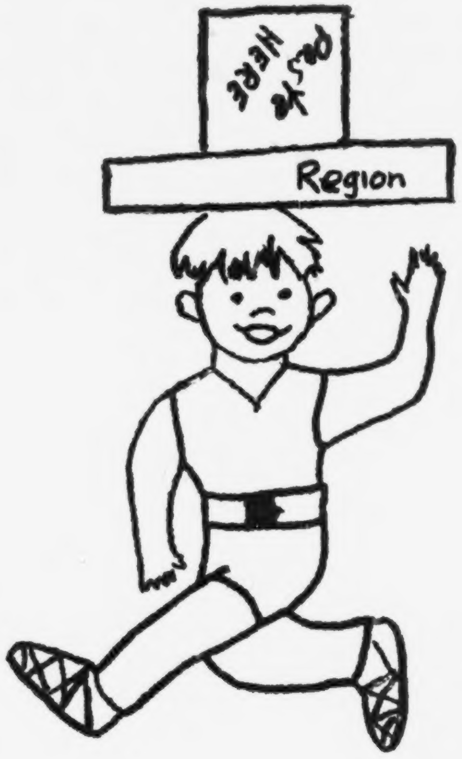

PASTE HERE
Region

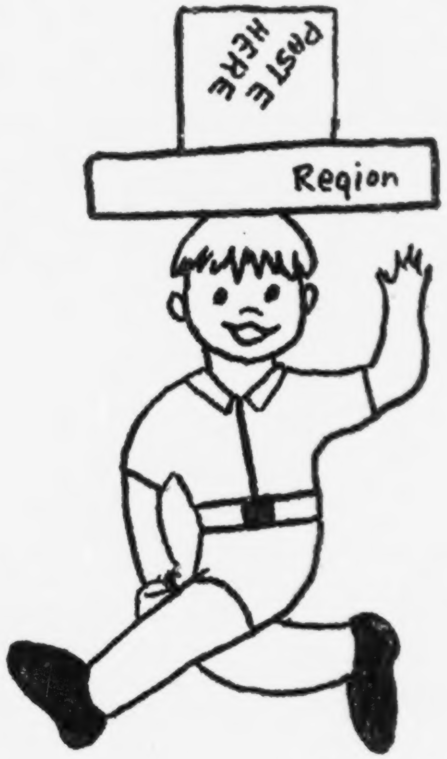

PASTE HERE
Region

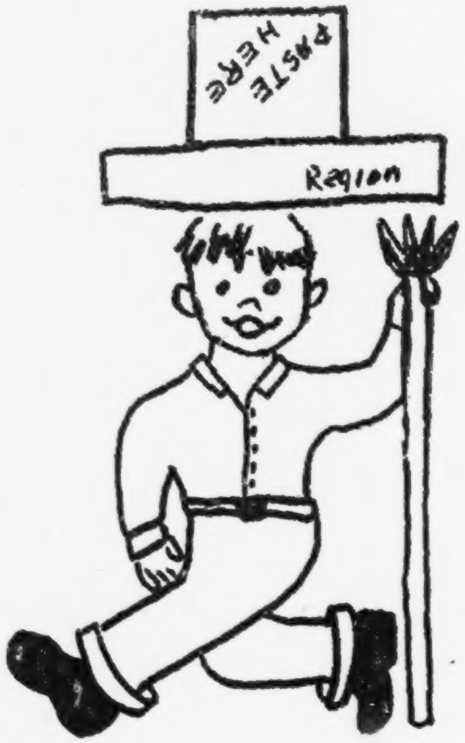
STUDENT ACTIVITY #6

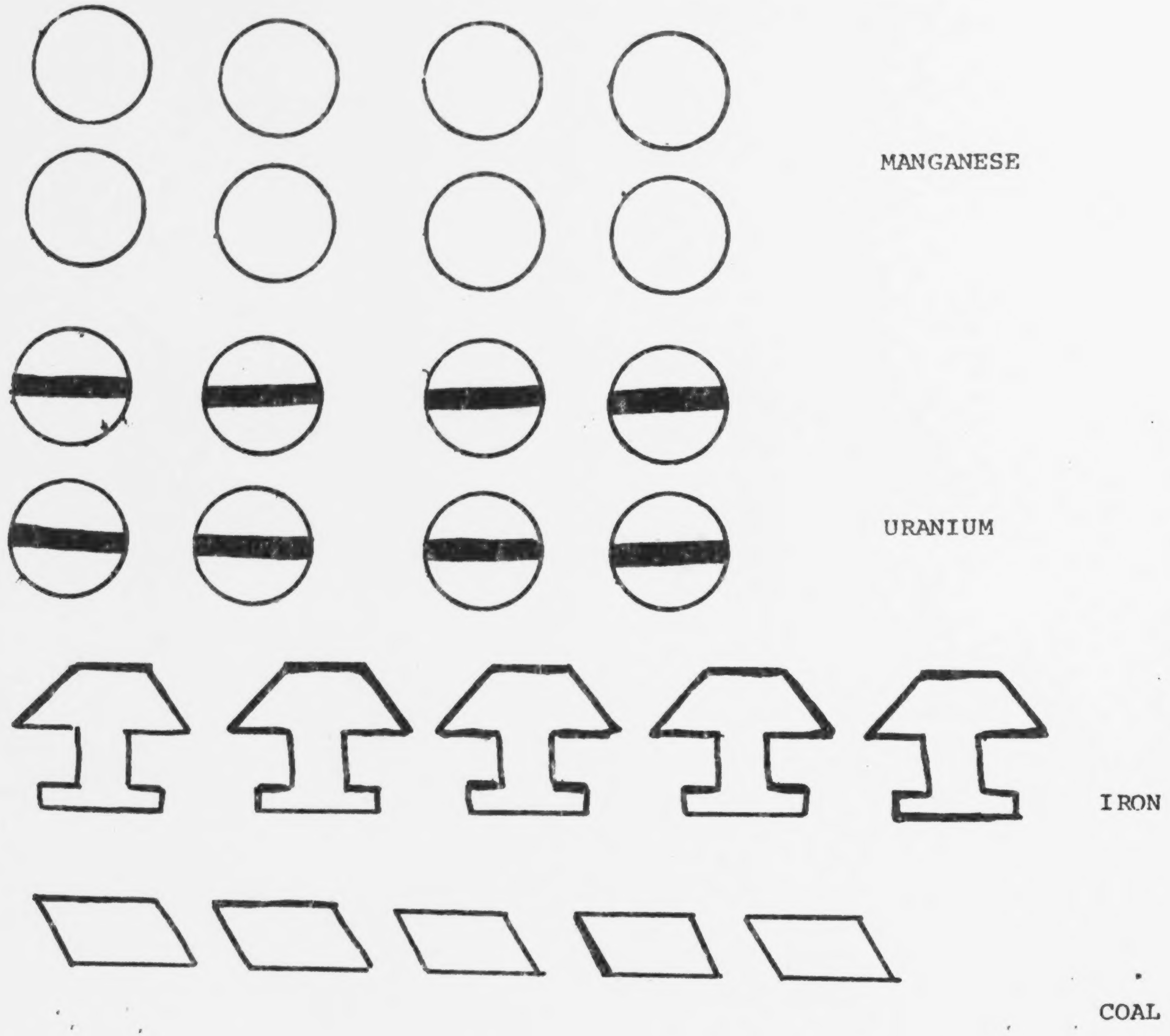
CLIMATE

COLOR RIMSKY. TELL US THE REGION HE REPRESENTS. CUT HIM OUT AND PASTE ON THE PROPER REGION.

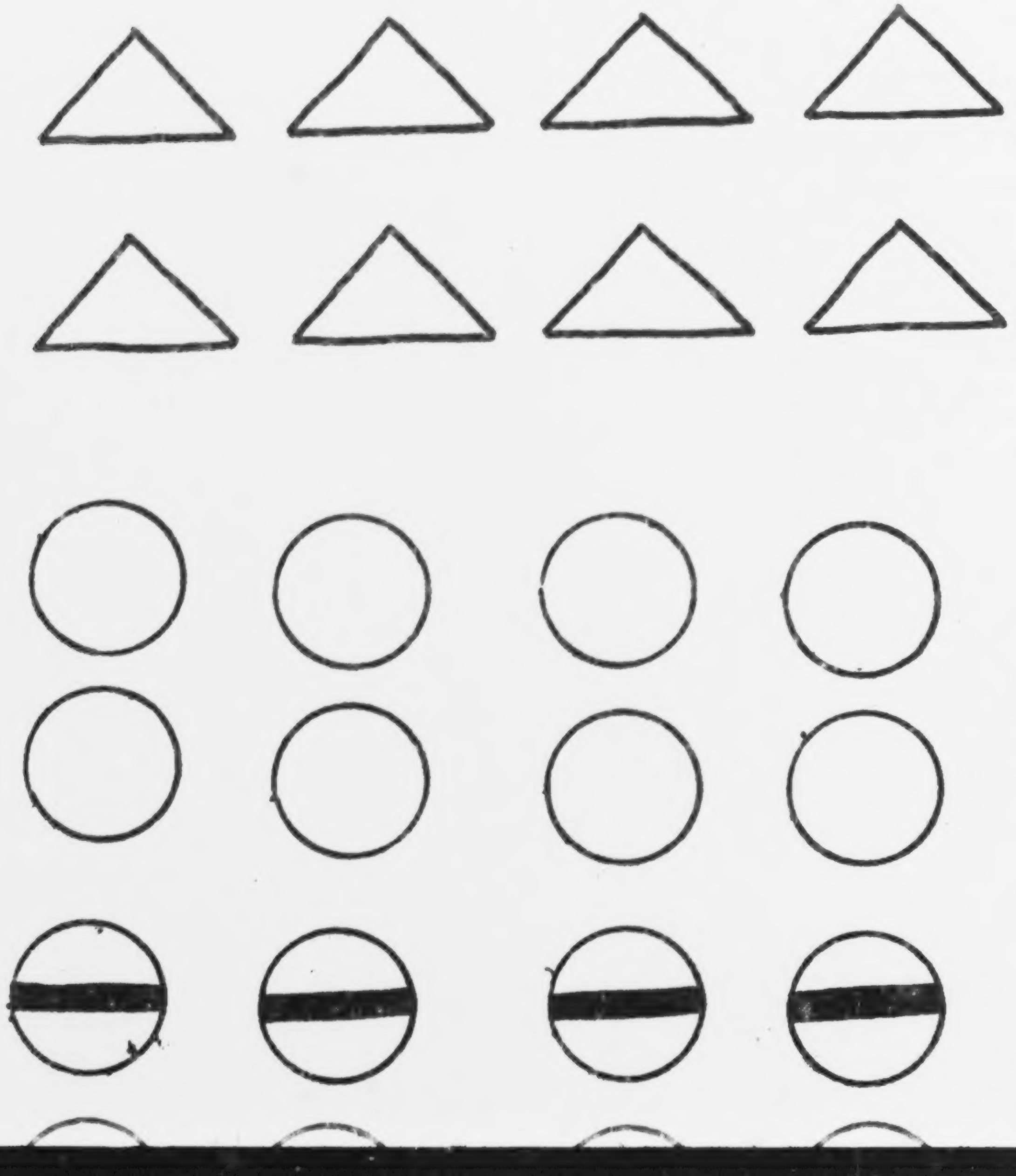

PASTE HERE
Region


PASTE HERE
Region


PASTE HERE
Region


MANGANESE
URANIUM
IRON
COAL

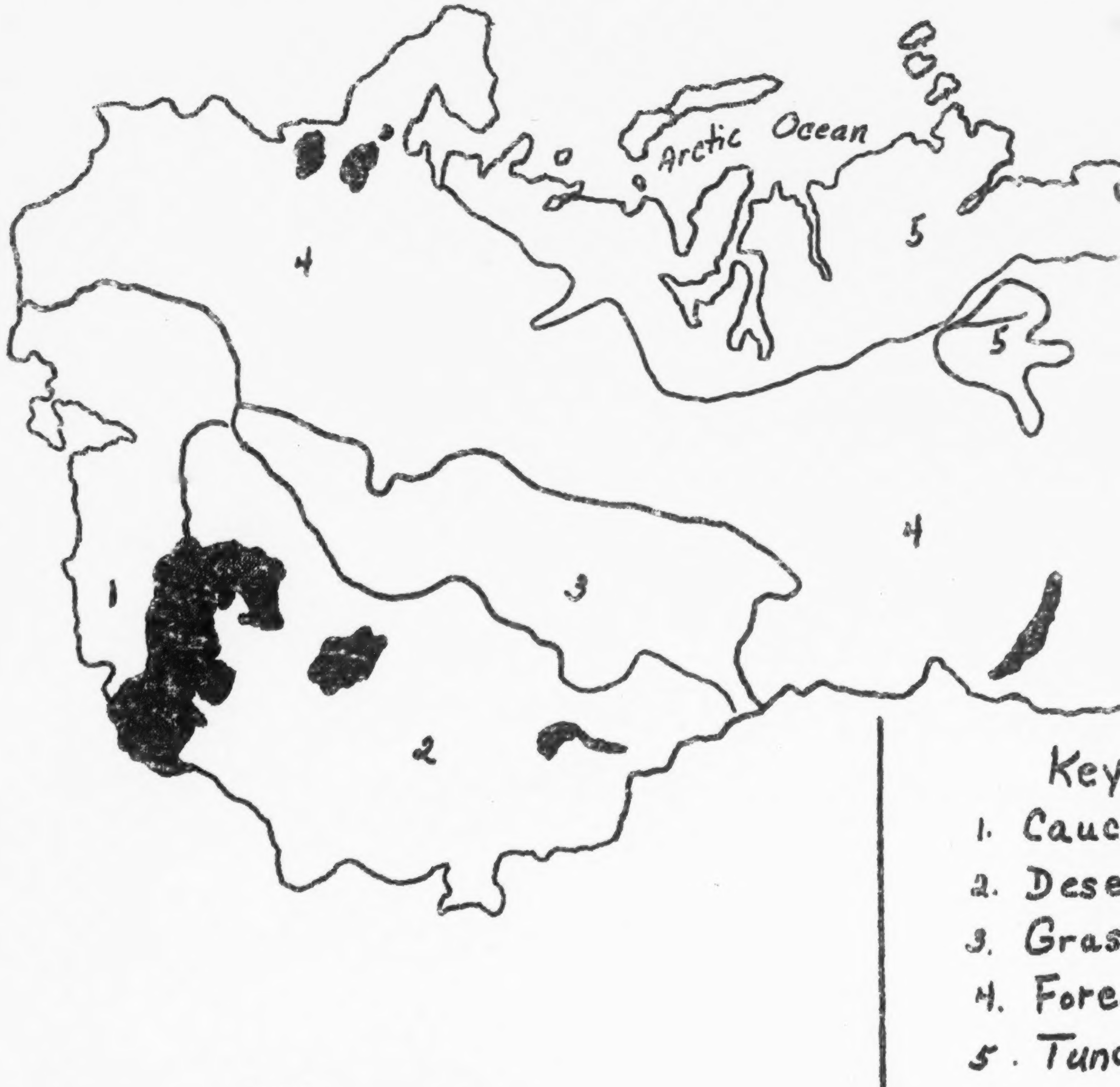
STUDENT ACTIVITY # 9

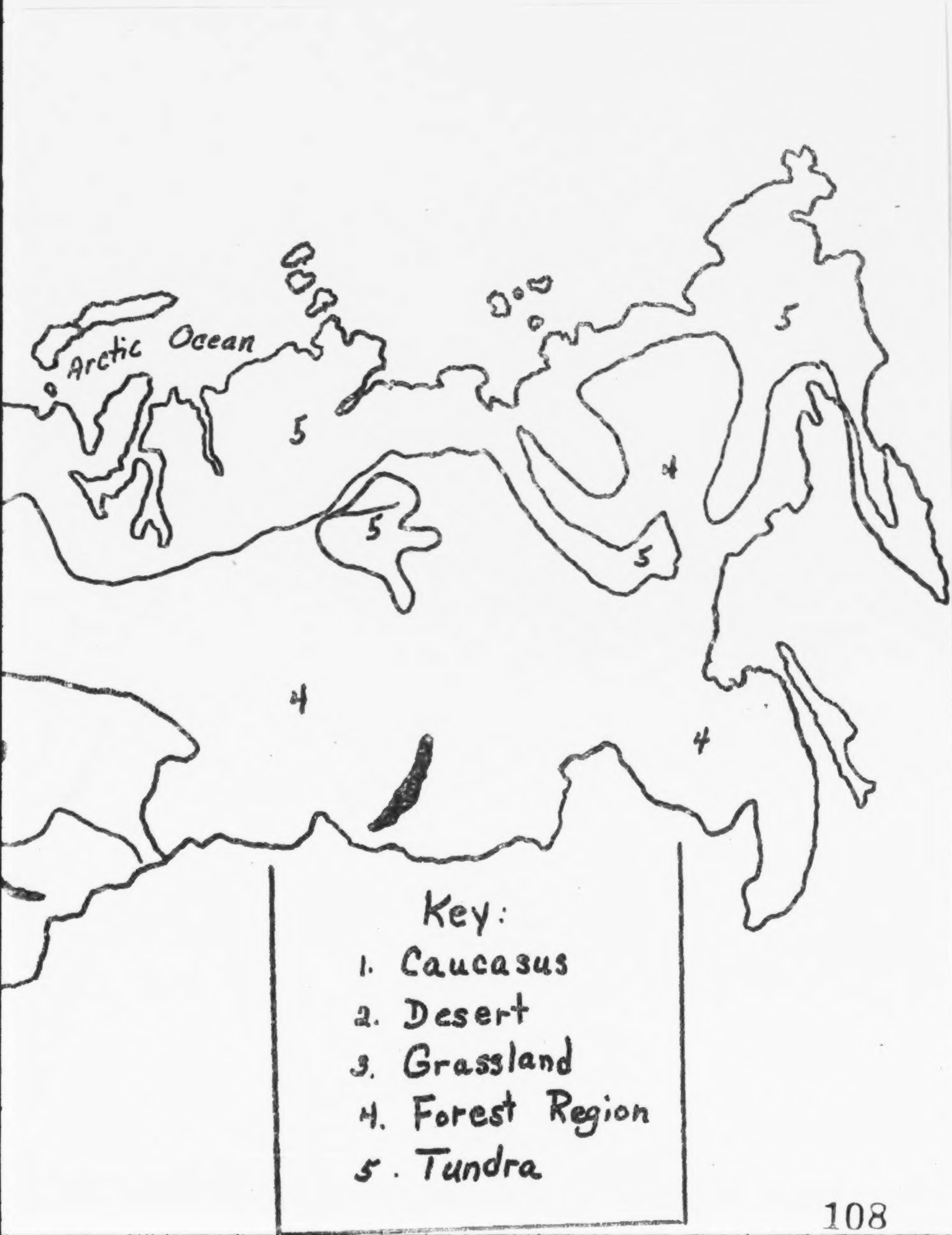


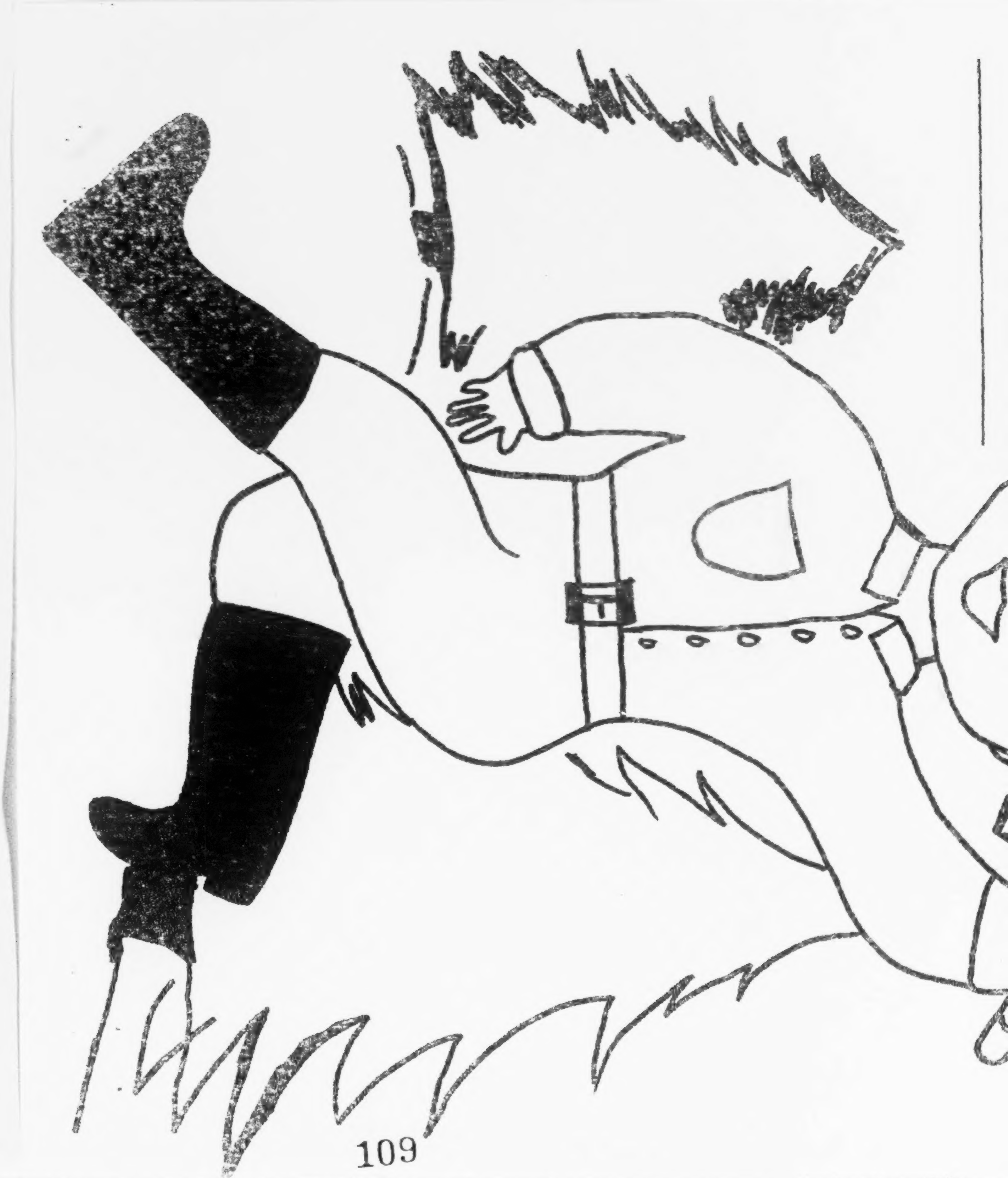
OIL PETROLEUM

MANGANESE

Student Activity # 7


Arctic Ocean
4
5
5
4
1
3
2
Key
1. Cauc
2. Dese
3. Gras
4. Fore
5. Tund


Arctic Ocean
5
5
5
5
4
4
4
Key:
1. Caucasus
2. Desert
3. Grassland
4. Forest Region
5. Tundra



______________ Region

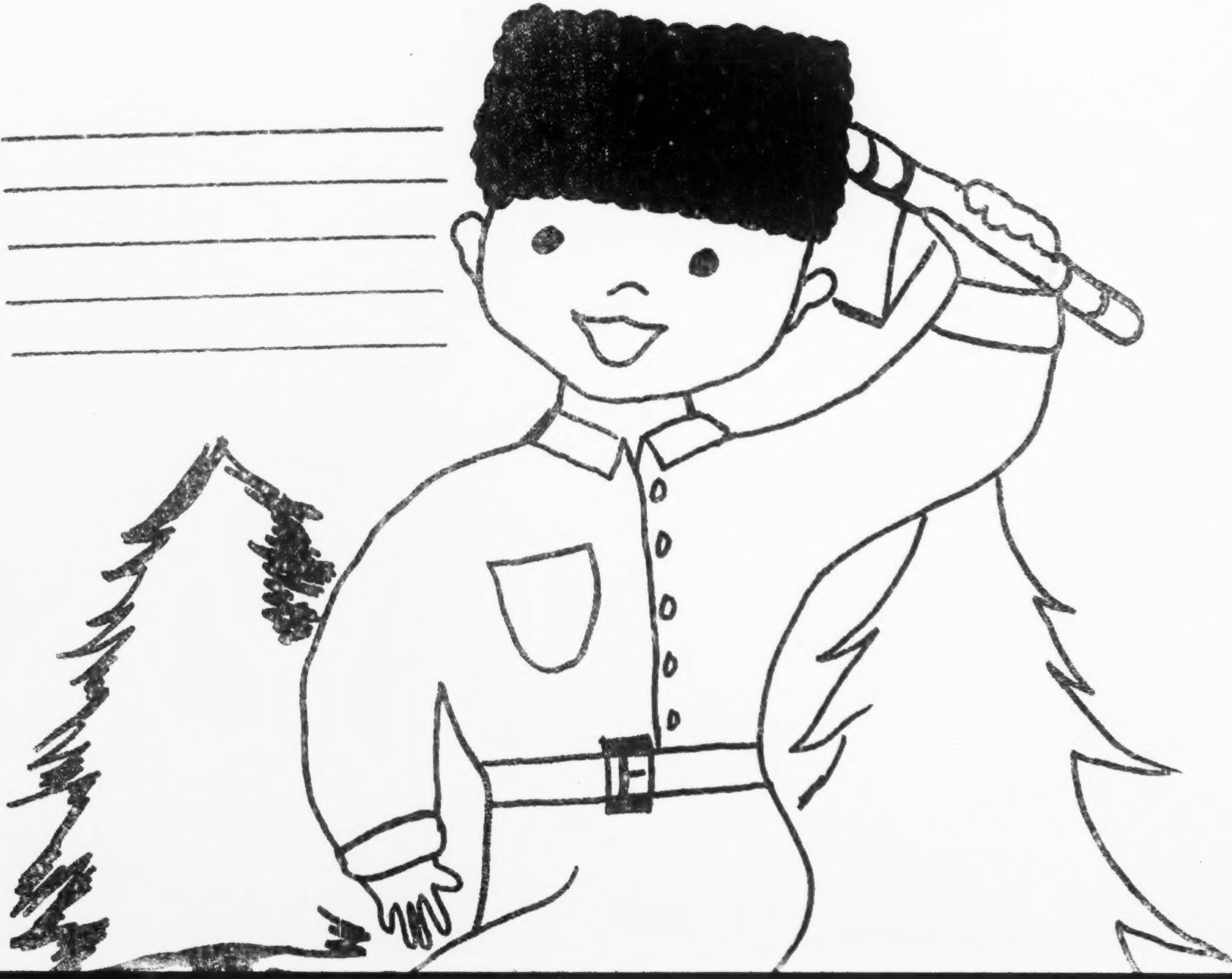
____

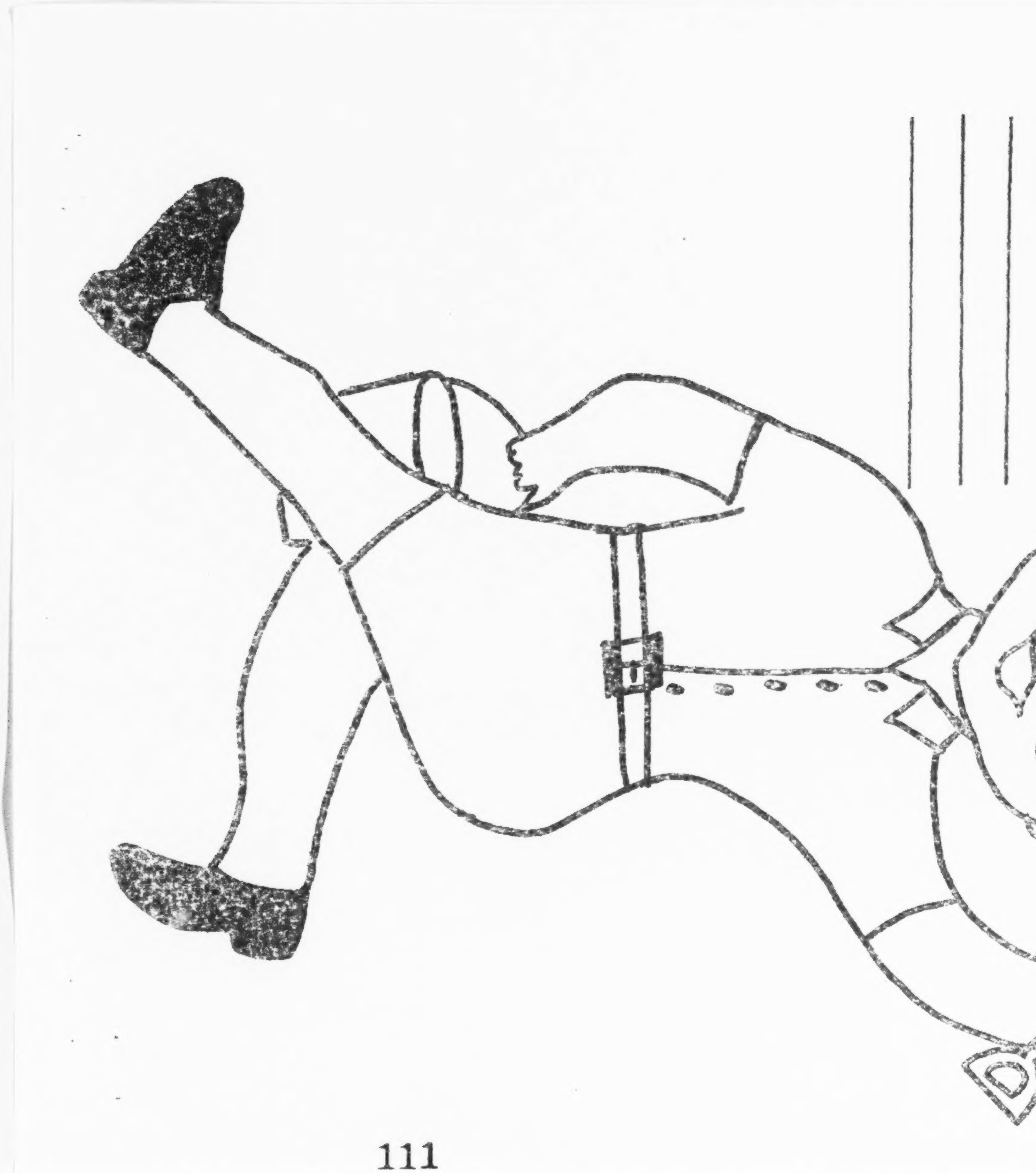
____

____

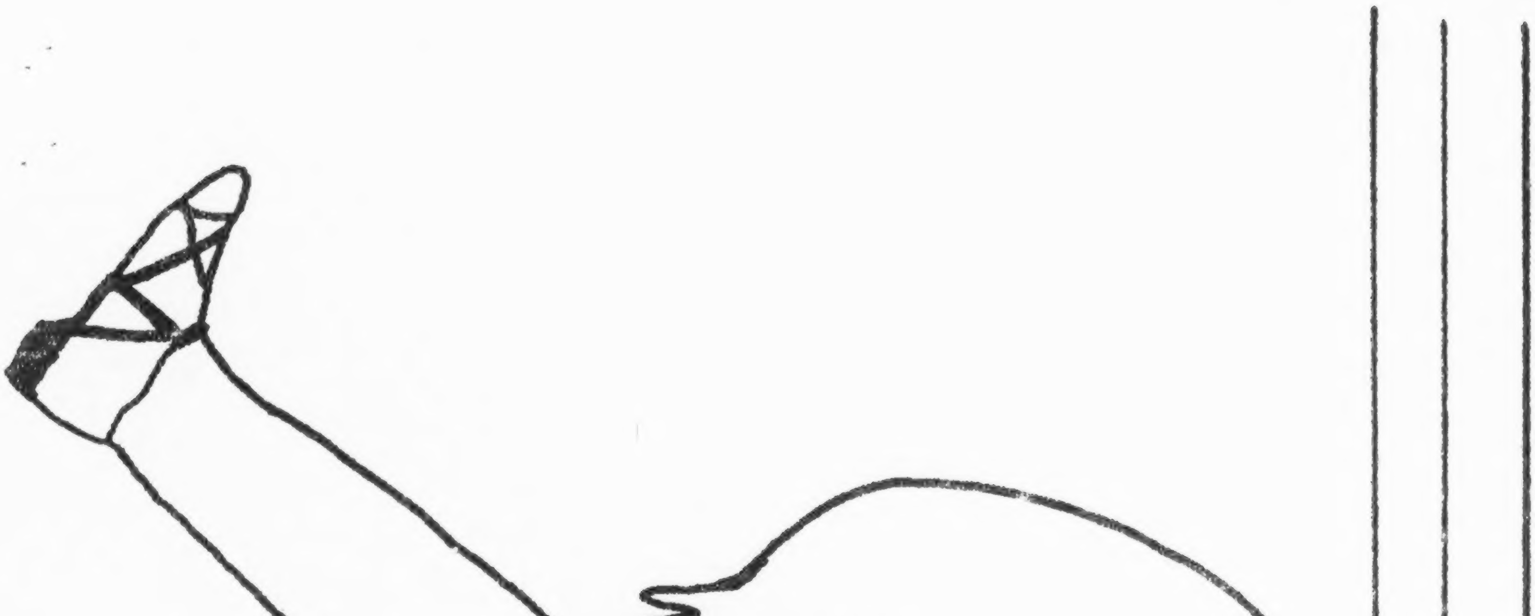
____

____

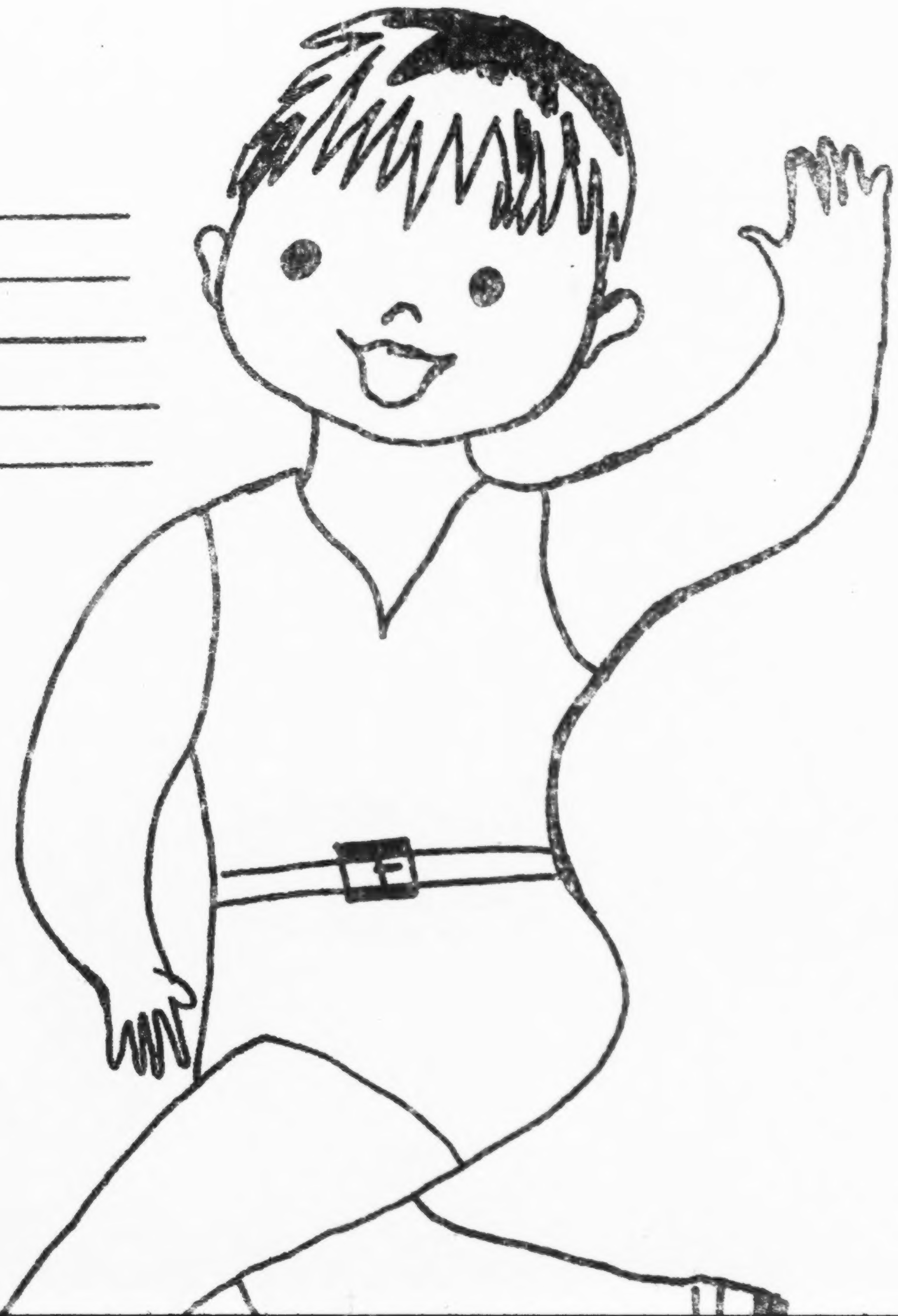


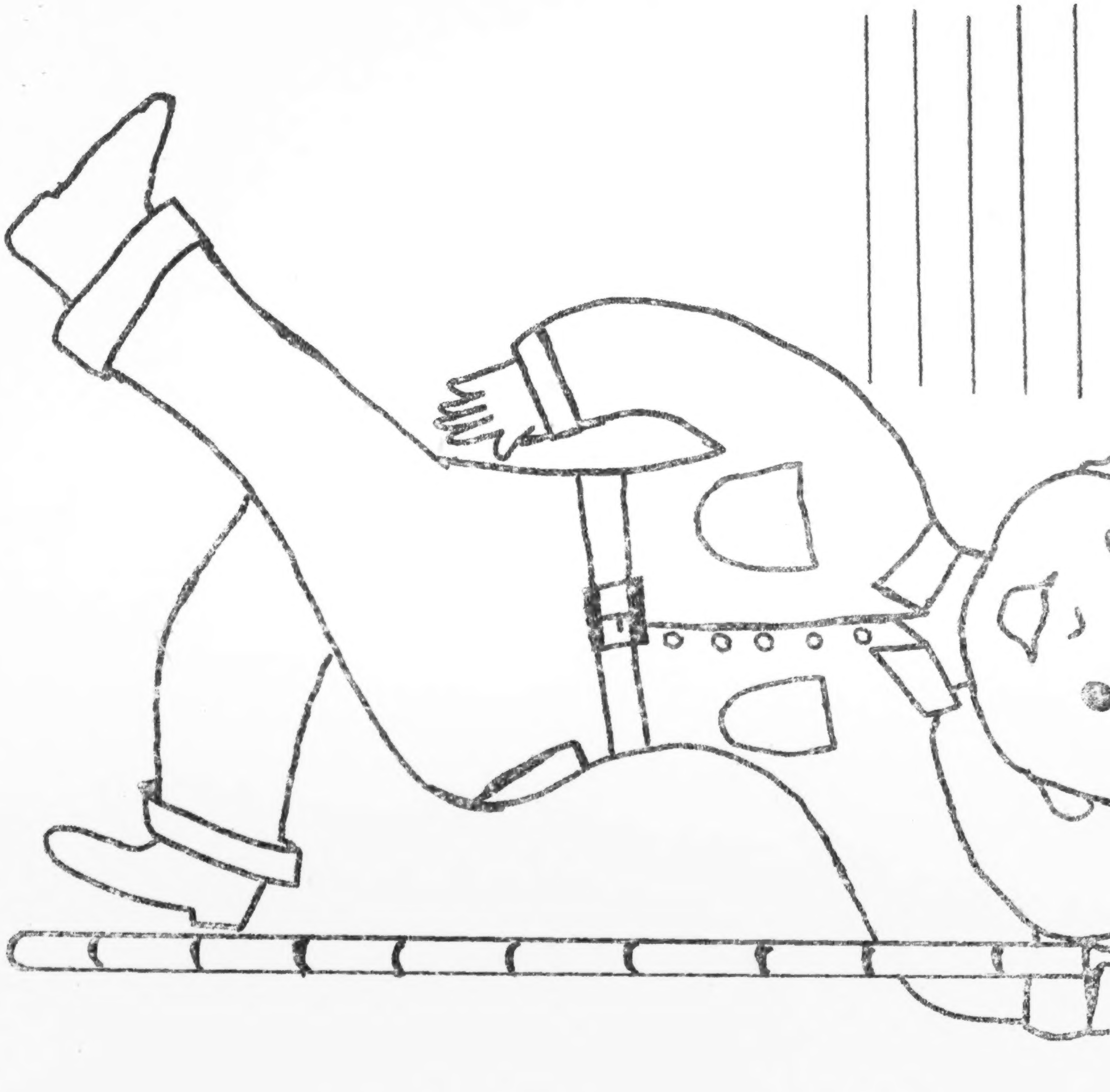


______________Region

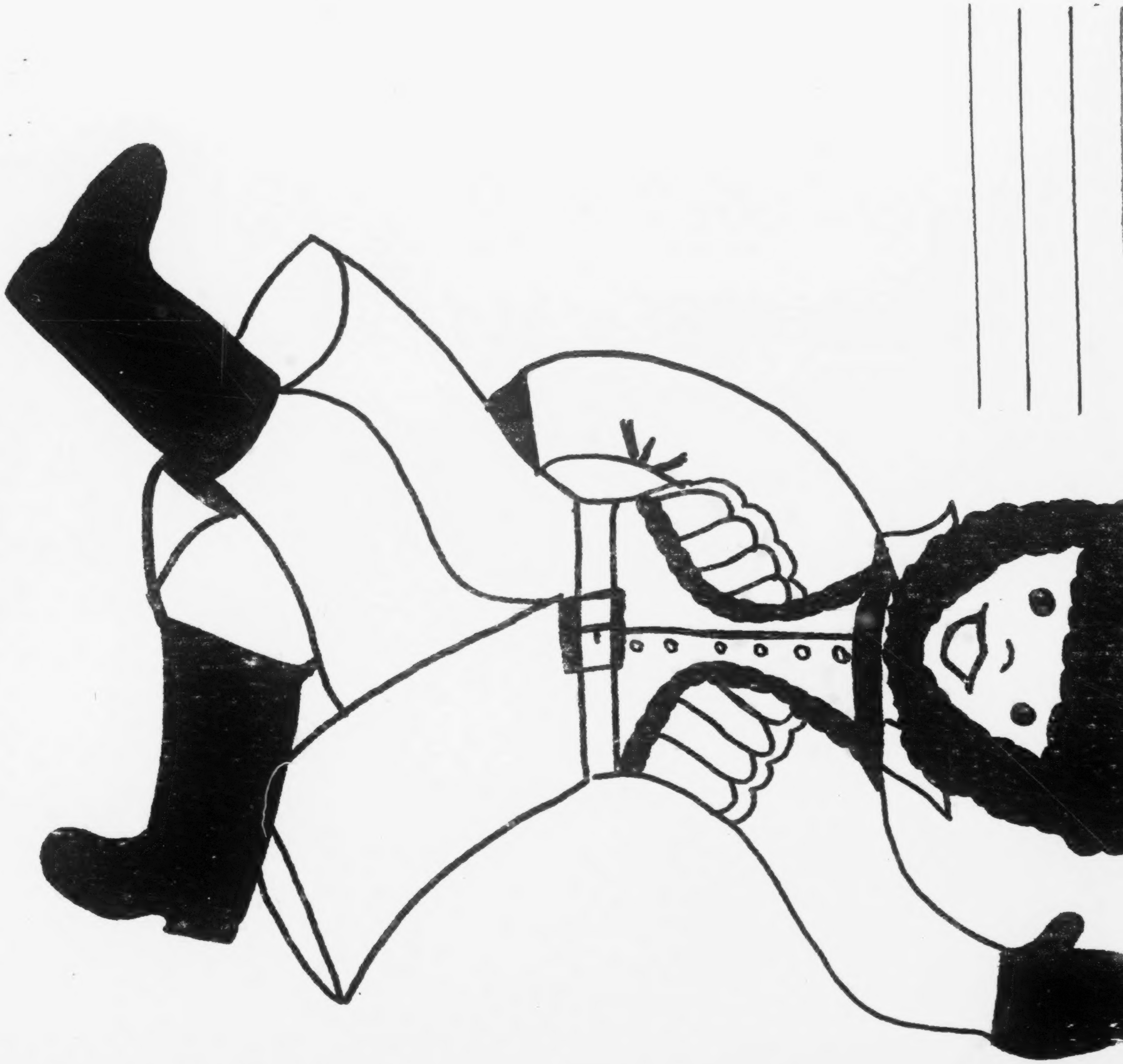


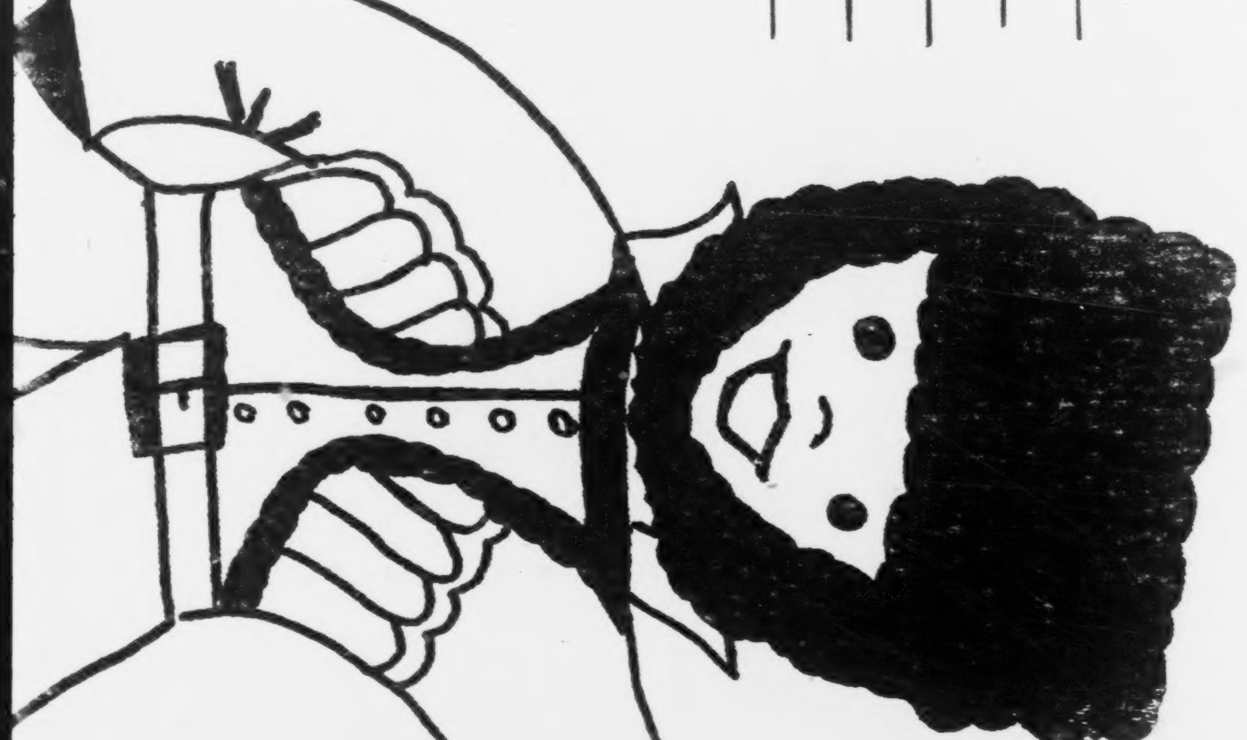
__________ Region





____________ Region





_____ Region

ECONOMIC SYSTEMS OF U.S.S.R. AND U.S.

U.S.S.R.

1. __________ determines how much will be produced.
2. __________ determines how goods will be produced.
3. __________ determines who shall get what part of anything produced.
4. Most urban people work for the __________.
5. __________ owns factories.
6. __________ determines a person's life work.
7. __________ owns most stores.
8. __________ sets prices.
9. __________ sets wages.
10. Most of the land belongs to __________.

U.S.

1. __________ determines how much will be produced.
2. __________ determines how goods will be produced.
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6. __________ determines a person's life work.
7. __________ owns most stores.
8. __________ sets prices.
9. __________ sets wages.
10. Most of the land belongs to __________.

All of the above may be filled in with one of the following choices:

a. government
b. supply and demand
c. private industry
d. the individual

Prince Rurik

________ Ruling Prince made Orthodox chruch
the religion of the time.

________ Mongol invaders took over and became
rulers for 200 years (Tartars)

________ Ivan III drove out Tartars and
began to rule Russia (Ivan the Great)

________ Ivan IV rules Russia and becomes
Russia's first Tsarist King
(Ivan the terrible)

________ Ivan V rules Russia

________ Romanov becomes tsar.

________ Peter the Great

________ Peter the Great dies-So weak rulers take over.

________ Catherine the Great (Tsarina)
Russia becomes one of the world's most powerful nations

________ Catherine's son becomes tsar.

________ Alexander I becomes Tsar

________ Nicholas I becomes Tsar

________ Alexander II (son of Nicholas I) becomes Tsar

________ War with Japan

________ Revolution against Rule of Tsars
Revolution failed

________ 2 Revolutions

1. led by Alexander Kerensky who wanted Democracy. Lost out to Communism

2. Communist rule begins

STUDENT ACTIVITY #11

RUSSIAN HISTORY

________ Slavic Groups move into W. Russia

________ Vikings come from Scandianavia
Slavs asked Vikings to rule them.
Prince Rurik

________ Ruling Prince made Orthodox chruch
the religion of the time.

________ Mongol invaders took over and became
rulers for 200 years (Tartars)

________ Ivan III drove out Tartars and
began to rule Russia (Ivan the Great)

________ Ivan IV rules Russia and becomes
Russia's first Tsarist King
(Ivan the terrible)

________ Ivan V rules Russia

________ Romanov becomes tsar.

________ Peter the Great

________ Peter the Great dies-So weak rulers take over.

Catherine the Great (Tsarina)

RUSSIAN HISTORY

________Nikolai Lenin becomes head of New Soviet Republic
Leon Trotsky becomes head of Red Army

________Lenin Died

________Stalin (man of steel) becomes new Soviet leader

1. Soviet Union becomes powerful nation
2. Stalin tries to spread Communism
3. Soviet Union breaks with U.S. and other nations of the free world.
(Cold War)

________Korean conflict

________Stalin dies _ Group of leaders took over control of government.

________Nikita Khrushehev becomes Soviet Premier

________Alexsei Kosygin becomes Premier
Leonid Brezhnev becomes head of Communist party

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

C. Why did he fail?

III. Communism

A. "Perfect Society"
B. Karl Marx (1818-1883)
C. Communist Manifesto

1. No classes
2. No private property

IV, Lenin - "Father of the Soviet State"

A. Set by German government
B. Brother killed by Tzar Alexander III
C. Defeat Kerenski
D. Absolute Power?-----Marx
E. Government Acts

1. ________________________
2. ________________________
3. ________________________
4. ________________________

F. End war with Germany
G. MOscow new capital
H. War --- Whites against Reds
I. Tzar nad family murdered   July 1918
J. Famines - 1920 - 1923
K. Peasants riots
L. Lenin dies 1924 - Body in Red Square.

STUDENT ACTIVITY #12
A

MODERN RUSSIAN HISTORY

I. Why a Revolution

   A. Workers grievances
   B. Wars
   C. Soldiers desert
   D. Starvation

II. Democracy

   A. Alexander Kerenski
   B. His Aims

      1. ______________________
      2. ______________________
      3. ______________________
      4. ______________________
      5. ______________________

   C. Why did he fail?

III. Communism

   A. "Perfect Society"
   B. Karl Marx (1818-1883)
   C. Communist Manifesto

      1. No classes
      2. No private property

IV, Lenin - "Father of the Soviet State"

   A. Set by German government
   B. Brother killed by Tzar Alexander III

V. Stalin

A. Fought with Reds against Whites
B. "Grew" to high power
C. Called "cruel" by Lenin
D. Many towns etc. named after him
E. U.S.S.R. becomes world power under him.
F. Dies 1953

SOVIET UNION NAME______________________

I. Early History

A. Different Peoples

1. ______________________
2. ______________________
3. ______________________

B. Rulers (tsars)

1. ______________________
2. ______________________

a. ______________________
(1) ______________________
(2) ______________________
(3) ______________________

C. Russia Seeks New Territories

D. Life in Russia

1. ______________________

2. ______________________

3. ______________________

4. ______________________

a. ______________________

b. ______________________

5. ______________________

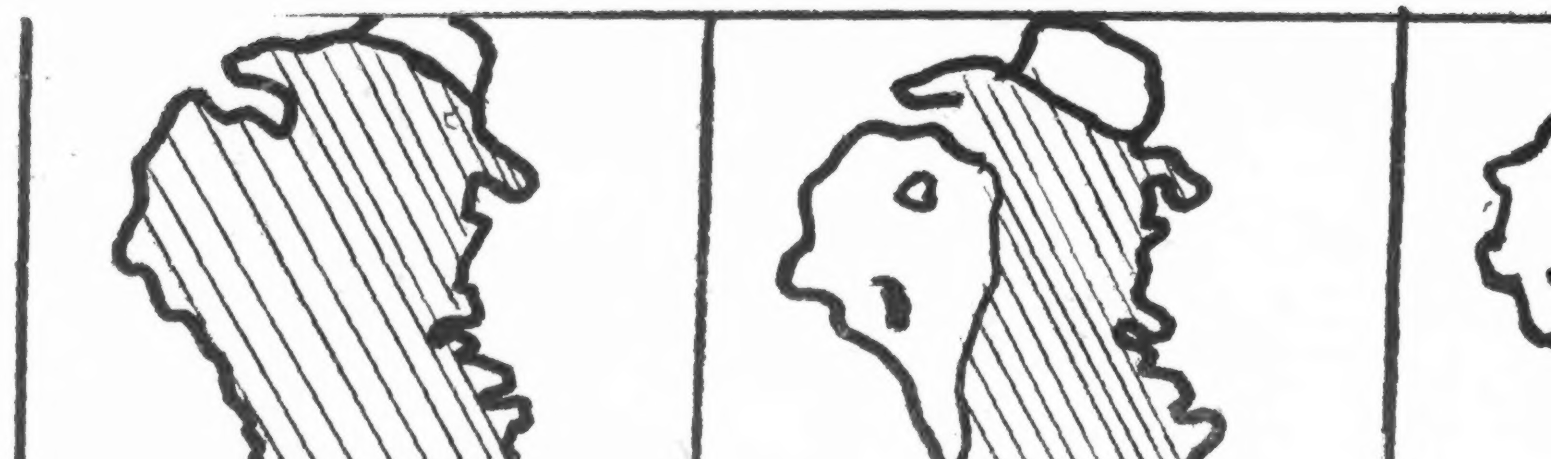
6. ______________________

7. ______________________

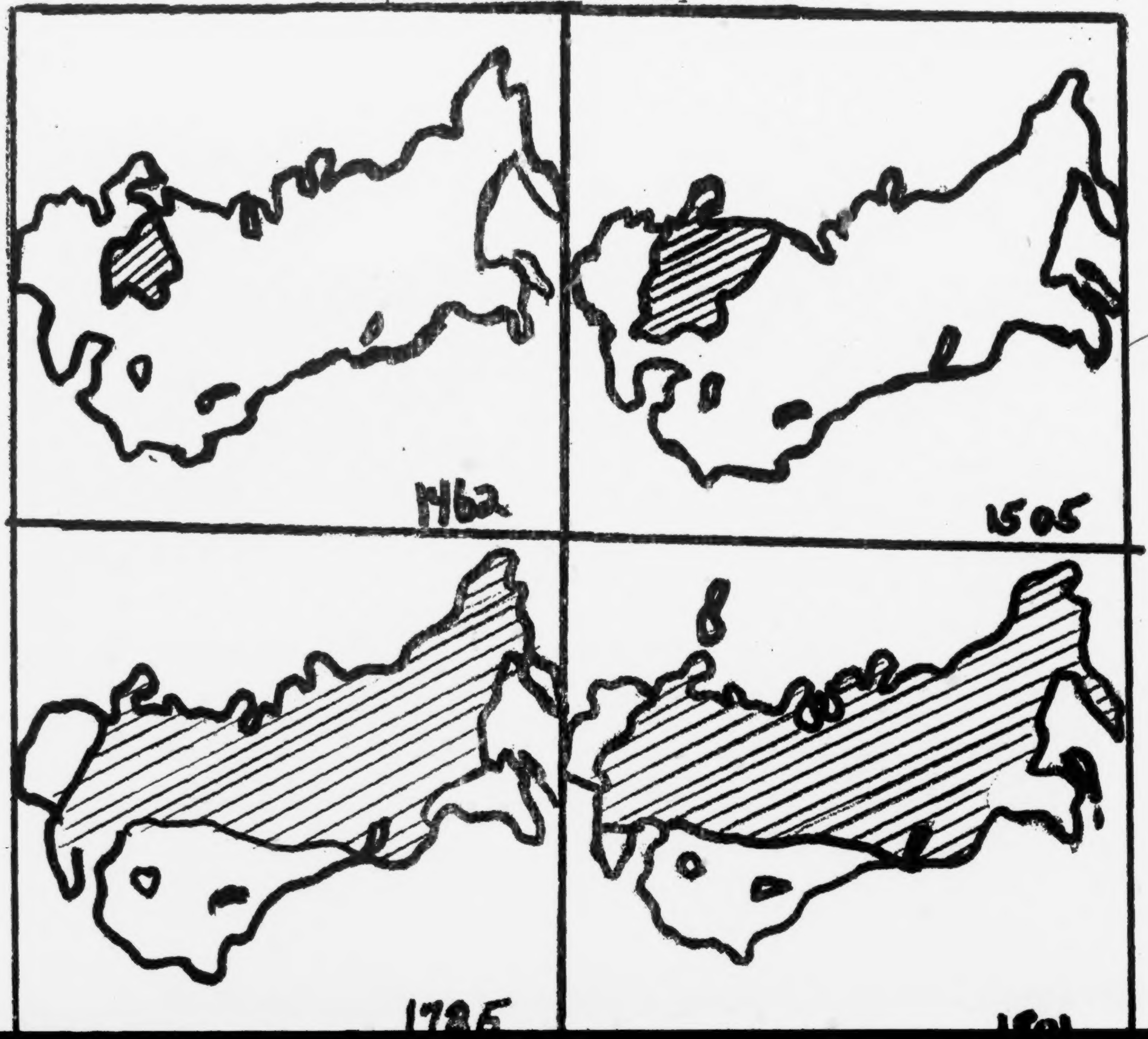
a. ______________________

b. ______________________

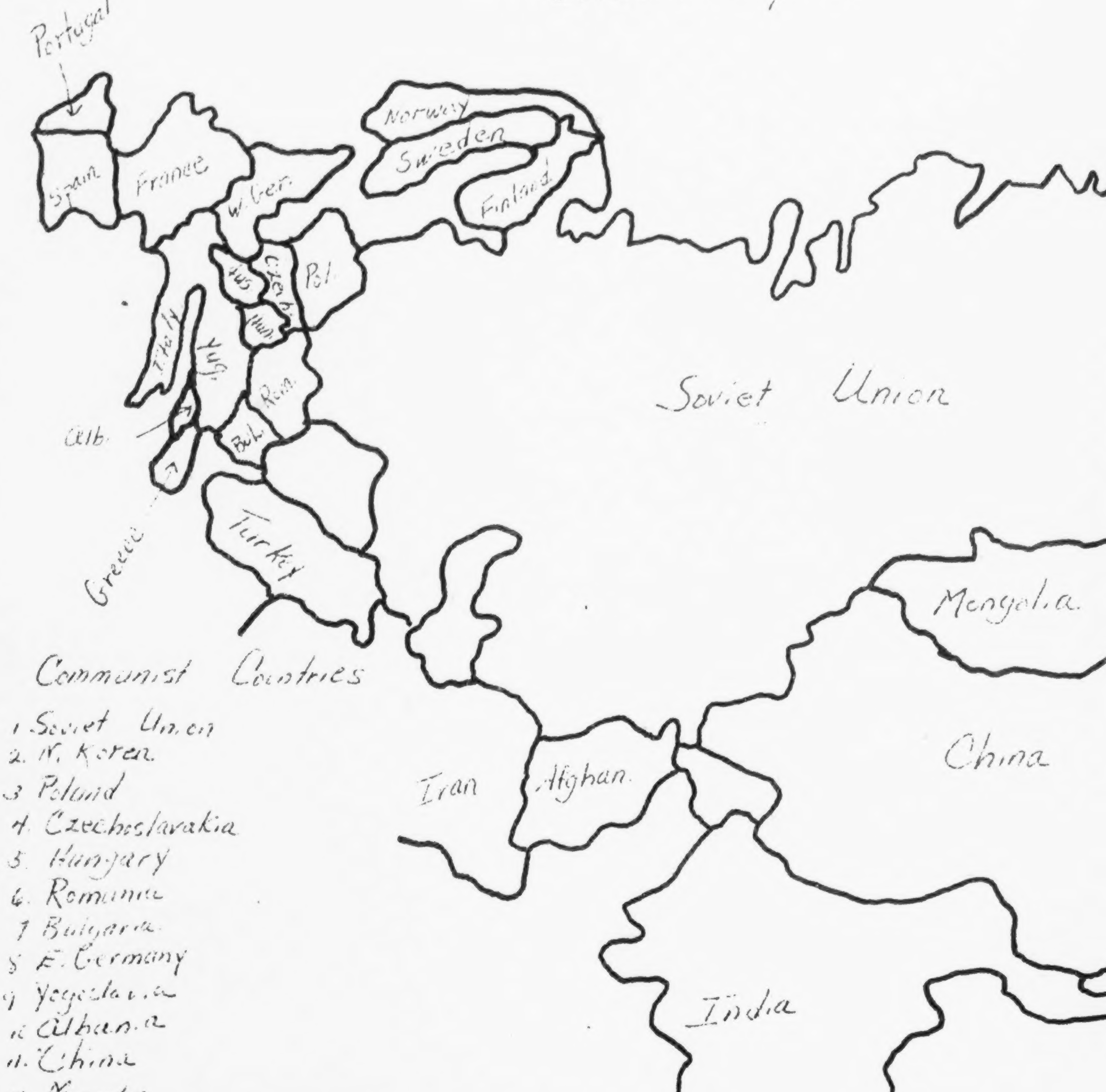
STUDENT ACTIVITY #12


1904
1786
1462
1964
1801
1505

Maps Used For History Lecture


1462
1505
1725
1801

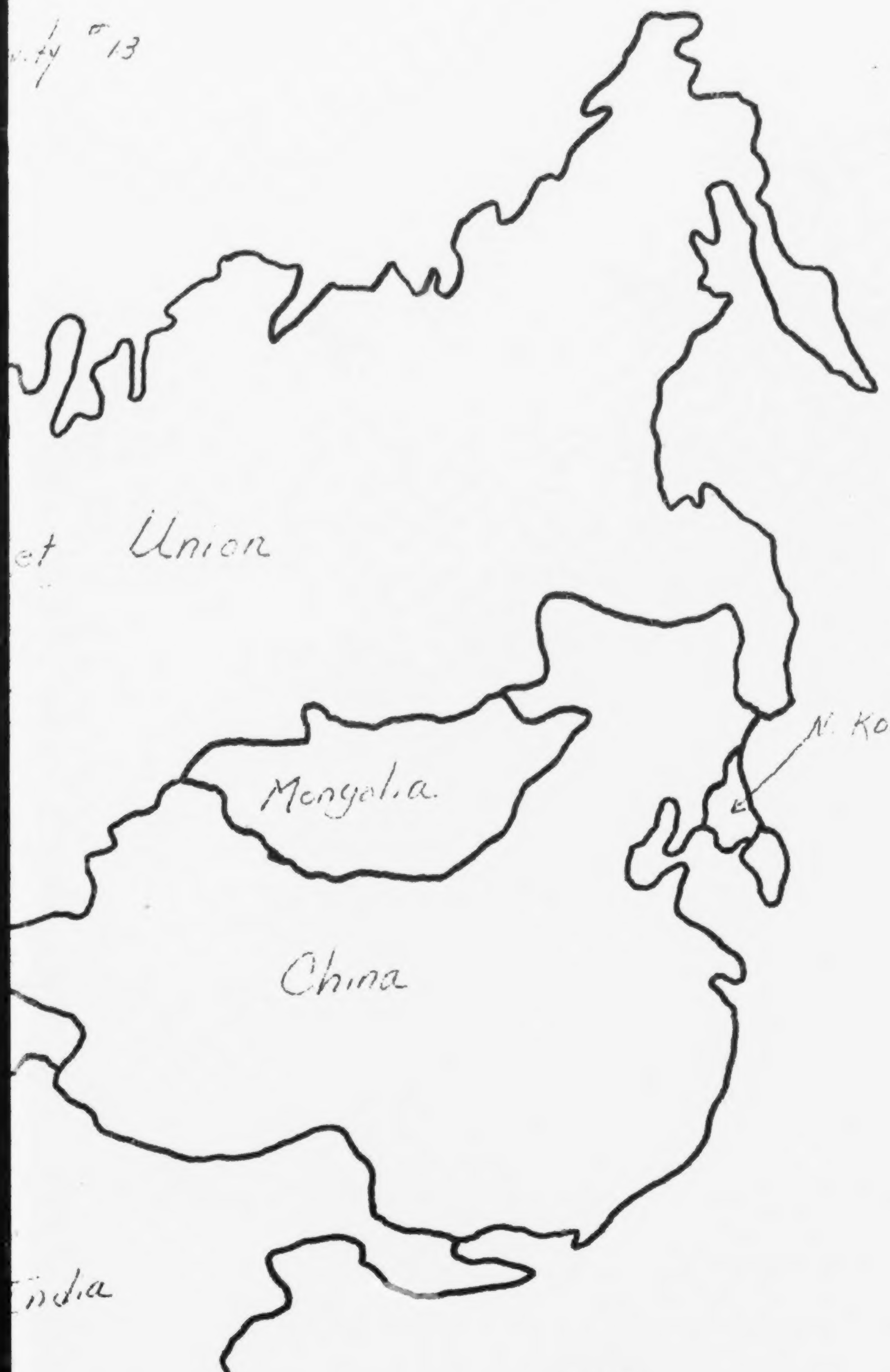
Student Activity #13


Portugal
Spain
France
W. Ger.
Norway
Sweden
Finland
Pol.
Aus.
Czech.
Hun.
Italy
Yug.
Rom.
Bul.
Alb.
Greece
Turkey
Soviet Union
Mongolia
China
Iran
Afghan.
India

Communist Countries

1. Soviet Union
2. N. Korea
3. Poland
4. Czechoslavakia
5. Hungary
6. Romania
7. Bulgaria
8. E. Germany
9. Yugoslavia
10. Albania
11. China
12. Mongolia

ity #13


et Union
Mongolia
N. Korea
China
India

EGGS, 1 doz.	13 min.	2 hrs. 8 min.	1,000%
BEEF, rib roast, 1 lb.	12 min.	1 hr. 27 min.	700%
MILK, 1 qt.	7 min.	36 min.	500%
POTATOES, 1 lb.	1.6 min.	6 min.	400%

1967

WORK TIME REQUIRED FOR BUYING

	IN UNITED STATES	IN SOVIET UNION
BREAD	6 MIN.	9 MIN.
1 QT. MILK	8 MIN	31 MIN.
1 DOZ EGGS	17 MIN	2 HR.24 MIN.
1 LB SUGAR	3 MIN	1 HR 4 MIN.
1 LB. POTATOES	2 MIN.	7 MIN.
SHOES	7 HR.	61 HR.
MAN'S SUIT	23 HR.	275 HR.
SHIRT	56 MIN.	15 HR.
DRESS	4 HR. 36 MIN.	73 HR 30 MIN.
STOCKINGS	37 MIN.	8 HR.

1964

PURCHASING POWER CHART

	NEW YORK	MOSCOW	U.S.S.R. WORKTIME OVER U.S.A. WORKTIME
SUGAR, 1 lb.	3 min.	54 min.	1,900%
SHIRT, men's, cotton	1 hr. 16 min.	13 hrs.	1,000%
DRESS, street, rayon	4 hrs. 28 min.	65 hrs.	1,400%
STOCKINGS, nylon	37 min.	7 hrs.	1,100%
SUIT, men's, wool	23 hrs.	244 hrs.	1,050%
SHOES, women's (leather)	5 hrs. 13 min.	51 hrs.	1,000%
SOAP, toilet	2.6 min.	28 min.	1,100%
BUTTER, salted, 1 lb.	19 min.	3 hrs. 26 min.	1,100%
EGGS, 1 doz.	13 min.	2 hrs. 8 min.	1.000%
BEEF, rib roast, 1 lb.	12 min.	1 hr. 27 min.	700%
MILK, 1 qt.	7 min.	36 min.	500%
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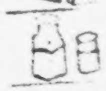
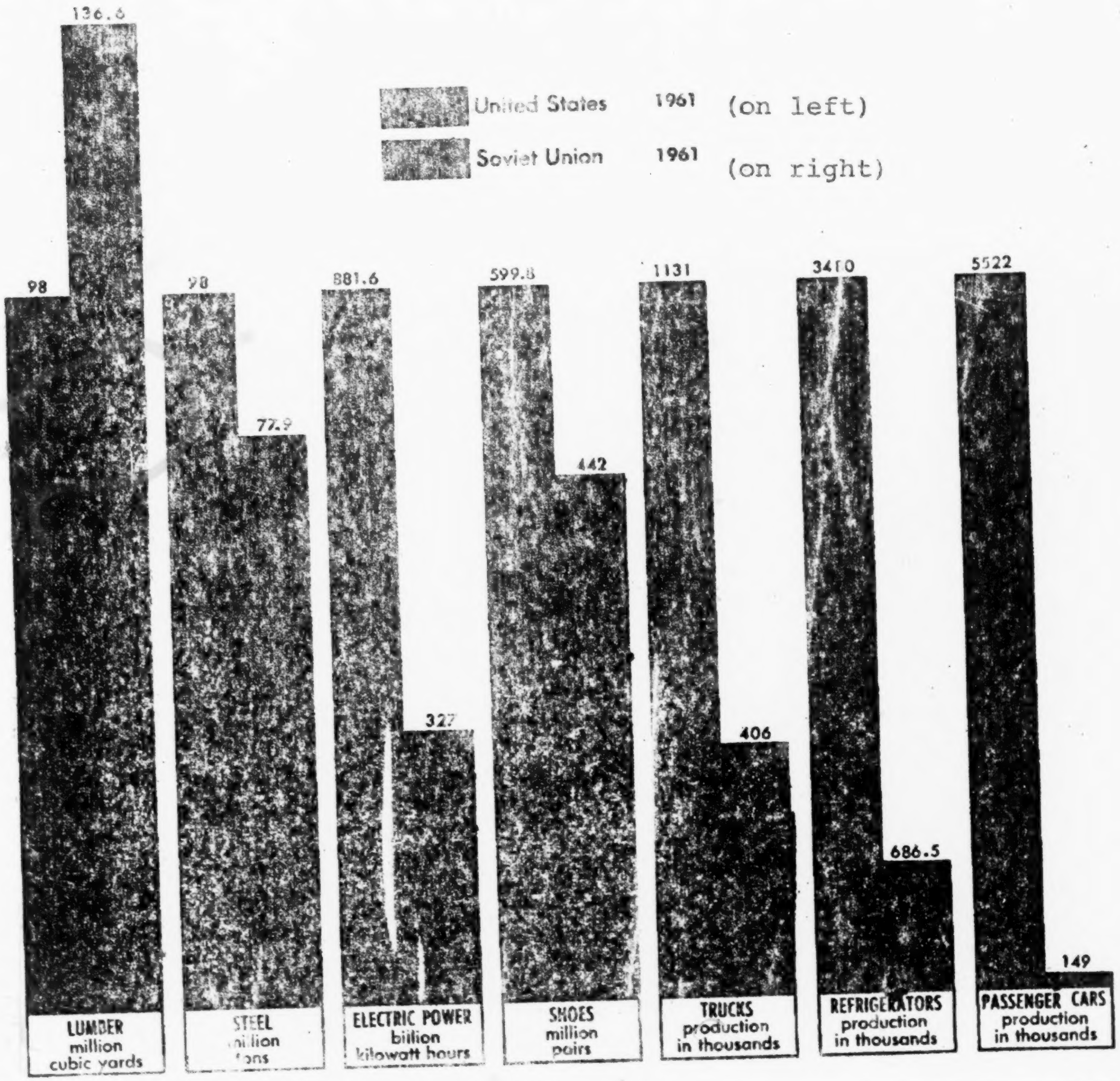
		IN UNITED STATES	IN SOVIET UNION
	BREAD	6 MIN.	9 MIN.
	1 QT. MILK	6 MIN	31 MIN.
	[illegible]	[illegible]	2 HR.24 MIN.

1964

COMPARISON GRAPH OF INDUSTRIES



WAGES IN THE U.S.S.R. IN TERMS OF DOLLARS

TYPE OF WORKER	MONTHLY WAGE IN DOLLARS
TAXI DRIVER	50 to 60
WAITRESS	50 to 60
SEMI-SKILLED FACTORY WORKER	70 to 80
FACTORY FOREMAN	120
SCHOOL TEACHER	55
BEGINNING DOCTOR	65
BEGINNING ENGINEER	80
EXPERIENCED ENGINEER	120 to 200
CHIEF FACTORY ENGINEER	350
DIRECTOR OF LARGE FACTORY	400 to 500

WORK TIME NEEDED TO EARN DIFFERENT ITEMS
1966

Items	Work Time to Nearest Minute Needed to Earn Items	
	U.S.S.R.	U.S.
1 lb. White bread	23	6
1 lb. butter	163	17
1 lb. sugar	47	3
1 dozen eggs (2nd grade)	108	14
1 lb. potatoes	5	2
1 lb. beef (rib roast)	73	20
1 qt. milk	28	6
1 man's wool suit (middle price range)	10,980	1,416
1 pr. man's oxford shoes	2,460	396
1 woman's rayon street dress	2,940	300
1 pr. nylon hose	300	31

"What a long day. I'm glad I found a seat on the bus today. My feet feel like lead. I wish it were spring...If I see green trees and flowers I don't feel so tired."

"Nina Nina" her friend Anya, who was sitting at the front of the bus called to her. "Are you daydreaming? We must get off at the next stop."

At the next corner, Anya and Nina got off the bus. "Thank you, Anya. sometimes I think I do not have a head, but a squash."

Anya laughed. "After a day like this, who needs a head."

The two women met only a few months ago and they had become good friends. Both of them worked at the Moscow Woolen Factory, at the weaving machine.

One day, Nina saw Anya on the bus and learned that she lived in an apartment building which was only a minute or two away from the one where Nina Chekhov lived with her family. In fact, Anya's apartment house looked exactly like Nina's. Both were large buildings, five stories high, and in both buildings, most of the apartments had one large room and one small roc and kitchens and bathrooms which were shared by two families.

The two women continued walking, carrying their packages. "Today I felt like kicking Karl, our foreman," Nina said. "Did you hear him?

THE CHEKHOV FAMILY

The Moscow sky was growing darker. It was the end of another cold winter day. The buses and subways were filled with men and women making their way home from work. Nina Chekhov pulled her scarf around her head and buttoned her coat when she saw that the bus was getting nearer to her stop.

"What a long day. I'm glad I found a seat on the bus today. My feet feel like lead. I wish it were spring...If I see green trees and flowers I don't feel so tired."

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One day, Nina saw Anya on the bus and learned that she lived in an apartment building which was only a minute or two away from the one where Nina Chekhov lived with her family. In fact, Anya's apartment house looked

her stop.

On the next corner, the women separated. Nina walked toward her apartment building. It was only a few steps away, but to Nina it felt like a hundred miles. She pushed open the door and pressed the button for the elevator. She laughed to herself, "Why do I push for the elevator? Either it doesn't work or with so many people in this apartment building and one small elevator, it never comes when I need it." Nina began walking up the three flights of stairs to her apratment.

"Ivan! Ivan" Nina called her son's name when she got to the third floor. "Where are you?"

From down the hall, Ivan Ivan answered "Here I am, Mama. I am coming."

Ivan, a tall handsome boy of fifteen, with long legs and arms, came running down the hall.

"Ivan! I've asked you ten times to come downstairs to help me with my packages when I get home from work. Your mother works all day, goes to the store, and must cook dinner. And you can't come downstairs to help carry packages!"

Ivan took a bundle from his mother. "I'm sorry, Mama, but I waited for twenty minutes and then I went back upstairs because I have a lot of school work to finish for tomorrow."

"There was a long line at the store," Nina Chekhov explained, "and I had to wait. Put the package in the kitchen, Ivan, and let me know when Mrs. Teplova is finsihed so I can get in there to cook dinner."

'Nina, you are getting old. You don't work like you used to.'"

"Don't listen to him, Nina. He says that only to make you work faster He wants to hear his supervisor say, 'Comrade Karl, you are a good foreman. Someday you will be promoted.'"

Nina answered, "You are right, Anya. He cares only that we work hard so that he will become a big shot."

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apartment with a kitchen all your own and big elevators, just like your friend, Boris Alexeyvitch."

"Before Boris' father became difector of the Zis Truck Factory, did you know that he was an engineer?" asked Ivan.

"No, no, I didn't. Now, enough talk. We must get food ready. Are your father and your sister home yet?"

"Yes, Mama. And Papa is in a big rush because he must go out tonight."

Nina opened the door of the apartment.

"Hello, Mama." Olga, her eleven year-old daughter smiled at her mother.

"What are you doing Olga! Why isn't the table set for dinner.You know you have a job to do." Nina sounded angry.

"I know, Mama, I was doing my homework for reading class and I forgot what the time was."

"Hurry now, and get the plates, and see if we have five potatoes left in the cabinet." Nina could see that her daughter was upset. When Nina came in the door Olga had looked happy, but now her eyes were almost filled with tears. Nina thought to herself, "I should not get angry with Olga. She is a good girl. She has such trouble with reading in school and works so hard to improve. It is not so important that she forgot to set the table."

"Nina Semyon Chékhov, her husband, called from the other room. "You're late." Nina walked into the other room to hang up her coat. The small room was crowded with three beds, a table, and a few chairs. Semyon was lying

Ivan looked at his mother. "Mama, I want to tell you something about school today. I got one of the highest marks in science."

Mama smiled. "I'm proud of you, Ivan. Someday you'll be a big man

"I hope so. I want to go to the University and study to be an engineer."

"If you work hard it can be done. Someday you will live in a nice apartment with a kitchen all your own and big elevators, just like your friend, Boris Alexeyvitch."

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"No, no, I didn't. Now, enough talk. We must get food ready. Are your father and your sister home yet?"

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"And why do they need a meeting?" asked Nina.

"Why? Because the new quota from Gosplan will be coming in tomorrow and the managers say they must discuss the plan with the workers."

Ivan came into the room. "Mrs. Teplova is out of the kitchen, Mama."

"Olga" Nina called, "cut up the potatoes and put them to boil." She turned to her husband, "And what is there to discuss at the meeting?"

"Nina, if there's a new plan from Gosplan it means that they want the factories to produce more trucks. It is the same every year. The managers will get all the workers together who are members of the workers' council and tell us that they need more trucks."

Nina sat down on the edge of the bed. "And how are they going to make more trucks? You said yourself if the factories try to do anymore, the machines will give out from overwork."

"We will find a way."

"Find a way? Yes, you'll find a way. Everybody will wait around like always and then at the end of the month, they will say, "Ah, we must make the quota comrade. Work faster, work faster, work day and night, work on Sunday!" Nina's face was getting red and she was shouting.

"Nina! Go make supper and stop worrying. We will see what happens."

on a bed at one end of the room. At the other end of the room, Nina's mother sat in the chair sewing.

"Hellow," Nina said to her mother. "I'm sorry I'm late. There was a line at the store." Nina looked at her husband. "Semyon, you have a meeting tonight?"

Semyon got off the bed, stretched, and began putting his shoes on. He still looked tired after a long day at the Zis Truck Factory where he worked putting the tires and wheels on the trucks. He spoke. "yes, there is a meeting of the workers' council tonight and I must go."

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about mathematics. I only went to school for seven. If you ask me how to put a tire on a wheel, I can answer, but your father does not know about mathematics. When I was your age, I never thought about going to the University. For you, it is different I hope that you do not have to work in a factory, every day, doing the same thing, putting tires on trucks. In the factory, I see young engineers walking around. They went to school and now they make good money. they were smart to get a good education."

"Not everybody can get into the University just because they want to," Ivan said to his father. He felt a little sick to his stomach. When his father began to talk this way, he began to worry about all the tests he would have to pass in order to become an engineer. Ivan worked hard at school, but he knew there were many boys who were much smarter who did not have to work so hard.

"Papa! Ivan! Mama and Grandma say they will be ready in a minute." Olga stuck her head in the door and then left for the kitchen. But not before Ivan made a face at her.

"I got a good mark in a science test, Papa."

"Good, Ivan. Then maybe you can help your sister with her homework."

"I can't help her, Papa, She doesn't want to listen to me."

"Your sister needs help, Ivan. She works hard, but the teacher says she must becuase it takes her longer. We must all help when people need it. You are good in school. She is not. So we must do what we can."

"I have everything ready to be cooked in the kitchen," Nina said. Her mother put down her sewing; "I will help you get supper finsihed." The two women left the room.

Ivan and his father remained in the room. "Papa, can you help me with one of these problems?" Ivan brought his book over to his father.

Semyon looked at Ivan's book. "Ivan, you know more than your father about mathematics. I only went to school for seven. If you ask me how to put a tire on a wheel, I can answer, but your father does not know about mathematics. When I was your age, I never thought about going to the University. For you, it is different I hope that you do not have to work in a factory, every day, doing the same thing, putting tires on trucks. In the factory, I see young engineers walking around. They went to school and now they make good money. they were smart to get a good education."

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"I'm not certain son," Semyon replied. "We may have to work at the truck factory. The new plan may mean that we will have to work on Sundays to make trucks."

"I hope not," said Olga. "I was hoping that we could go to the park and maybe have a picnic."

Nina broke in. "If your father must work, he must work."

"If you have to work in the daytime, can we go to the ballet sometime at night?" asked Olga.

"I'm afraid that I will be too tired if I have to work on Sunday, Olga, Semyon answered.

Grandmother spoke. "Ivan and Olga, I will see that we do something special on Sunday." When the family finished, Semyon put on his heavy coat and hat and left to go to the Zis Truck Factory where the worker's council was meeting. Olga and Ivan did their homework on the table while Nina and Grandmother washed the dishes and straightened up the apartment. At nin o'clock Olga got read for bed. She slept on the couch that could be changed into a bed for the nighttime.

"When will you be finished with your homework, Ivan?"

"I have finished my English and I have only a Russian story to read,"

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"You are right, Papa. She sometimes helps me with my work around the house, and I will help her."

"Good."

Nina, Grandmother, and Olga finsihed with the food in the kitchen and they carried it back to the apratment. The family sat down at the table and began eating their supper of black bread, fish and potatoes.

"Papa, Do you think we can go to Gorky Park this Sunday?" asked Ivan.

"I'm not certain son," Semyon replied. "We may have to work at the truck factory. The new plan may mean that we will have to work on Sundays to make trucks."

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Ivan answered.

Nina turned to her mother. "Life is hard, but sometimes I get angry with myself for not talking about the good things. I hope someday that we have a kitchen and a bathroom and maybe even a separate bedroom. Whe I see the children I know that someday they will have a very good life. I hope that Olga will find a good man who does not have to work so hard as Semyon. And Ivan? He will be a big shot one day--an engineer or a doctor."

Grandmother answered, "Ah, the young people today. They have so many things we did not have."

"I am going to sleep," Nina told her mother. "It has been a hard day." Nina got ready for bed. Grandmother picked up her sewing. "I will go to bed soon."

Based on materials created by H. Berlak and T.R. Tomlinson.

THE CHEKHOV FAMILY

Boris meets Ivan on the way home from school. They are good friends. Ivan says to Boris, "I can't understand why you don't get good marks, Boris."

Semyon is explaining to his son about the new quotas at the factory. Ivan asks his father to explain what the plan is all about. They talk about it.

It is two days later. Mrs. Chekhov is arriving home to the apartment building. Other characters in the play are: Mr. Chekhov, Ivan Olga, and Grandmother. Mr. Chekhov knows that the factory will have to produce many more trucks

Nina (Mrs.) Chekhov is on her way to work in the morning. She is talking to Anya, her friend. She is complaining about the new plans at the truck factory where her husband works. They talk about what it will mean if Semyon must work more.

Semyon meets Boris and Ivan on the street as they are coming home from school. Semyon talks to the boys about his work and other things. The boys talk about school.

Ivan is helping Olga with her homework. He explains to her why she must work hard in school. Olga worries that the work is too hard for her.

apartment house and held the door for his wife and children as they left the building.

It had been a beautiful spring day in Moscow. It was getting dark now.

"Can you smell the new grass, Ivan?" Olag smiled at Ivan.

"uhhun," Ivan said. But he really did not notice the beautiful sky or smell the new grass.

Tonight was a very special night because there was a taxi waiting for the Chekhov family. Even Ivan could not hide a smile as he got into the taxi. It was not often that a Russian family had a chance to ride in a taxi.

"We are going to the Museum of Soviet History," Semyon told the driver. Semyon sounded proud as he said these words. Everyone knew that it was in the Museum of Soviet History where many children in Moscow were admitted to the Pioneers. And tonight, Olga was to become a member of the Pioneers.

Nina spoke. "Semyon," she said, "will Evsey Mikhailvich Gasprinsky, the Communist Party Secretary of our district of Moscow be there tonight?"

"Yes," replied Semyon. "Comrade Gasprinsky often comes to such ceremonies. He knows that the Pioneers help teach children Communist ideals. The Pioneers teach children to serve the Soviet people. Those Pioneers who work hard and do much good will probably become Communist Party

HOW OLGA BECOMES A PIONEER

Everyone in the Checkhov family, Semyon, his wife Nina, and the two children, Ivan and Olga, were dressing in their best clothes. Tonight was a very special night.

"Careful of your new dress, Olga. You want to look your best," Nina reminded her daughter, as Papa Chekhov pushed open the front door of the apartment house and held the door for his wife and children as they left the building.

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the singing and the parades. He spent many hours at the Pioneer palace every week playing basketball. But his favorite activity was belonging to the Pioneer group which wrote and acted in plays.

The taxi stopped in front of the Museum of Soviet History. Flood lights lit up the large white building. Many children and their parents crowded outside waiting to go in. Some people came in cars but most came by buses or on the subway. A long black automobile pulled up in front of the building.

"That must be someone important from the Government, Papa," Olga said excitedly.

"Yes, it looks like Comrade Gasprinsky. There will be many important people here tonight, Olga."

The Chekhov family entered the building. They walked into a long hall with high ceilings and glass chandeliers. Olga looked and looked at the large paintings on the wall. There was a picture of Lenin, the first Soviet leader. And there were paintings of workers in the factories, and of the Soviet Army in battle. Olga began to feel very nervous.

At one end of the hall there was a large marble staircase. The Chekhovs and the crowd of people moved slowly up the stairs. At the top of the stairs, Semyon, Nina, Olga and Ivan entered a large round room. It was members and leaders of our country. You know, Ivan and Olga, that my good record in the Pioneers and in school helped me to go to the university and helped me to become a member of the Communist Party."

"It is too bad, Ivan," said Nina, "that your record in school and in the Pioneers is not good. If you would only study like Olga!"

Ivan did not answer. He thought to himself, "Mama is right, but why must she talk about it again? Why can't she let me have a good time and leave me along?" Ivan liked the Pioneers. He enjoyed the camping, the singing and the parades. He spent many hours at the Pioneer palace every week playing basketball. But his favorite activity was belonging to the Pioneer group which wrote and acted in plays.

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The Chekhov family entered the building. They walked into a long hall with high ceilings and glass chandeliers. Olga looked and looked at the large paintings on the wall. There was a picture of Lenin, the first we will enter the V.I. Lenin Room," Miss Petrovna explained. "Remember to speak slowly and loudly. I am sure you all will remember very well what you are to say. You have heard and studied those words for three years. You must be sure everyone can hear you."

"Do I really know those words?" Olga thought."Can I say the Young Pioneer Oath? Let's see. "I, a Young Pioneer, of the Soviet Union solemnly promise to love...no...to warmly love my Soviet motherland, to..to..' Oh, What comes next? I must not forget.".The word "forget" set a shiver down her back.

"Quickly, quickly," whispered Miss Petrovna. "It is time to enter the room."

Olga and her ten classmates walked slowly into the Lenin Room. Everyone is the audience was quiet. Olga could hear her feet clapping like thunder, on the marble floor. The room was dark, lit by candles only. Olga could make out a white statue of Lenin, The Soviet flag, and the flag of her school's Pioneer brigade. Then she saw the faces. There were so many! All the Pioneers in her school, the whole brigade were standing at attention at one side of the room facing the audience. Olga and her ten classmates stood facing the audience. Olga and her ten classmates stood facing the audience with their backs to the rest of the Pioneers.

called the Lenin Room in honor of the father of the Soviet Union. A Pioneer with his red neckerchief met the Chekhovs at the door. "Good evening, Comrade Chekhov. You and your son may may sit up in front. Olga, your teacher is waiting for you in the room at the back."

While the Chekhovs and many others took their seats. Olga hurried to find her teacher, Yelena Petrovna. Olga opened the door to the smaller room. "Everyone is here Olga," Miss Petrovna said. Ten of Olga's friends were seated. They were all very quiet. "Children, in a minute we will enter the V.I. Lenin Room," Miss Petrovna explained. "Remember to speak slowly and loudly. I am sure you all will remember very well what you are to say. You have heard and studied those words for three years. You must be sure everyone can hear you."

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"I, a Young Pioneer of the Soviet Union, in the presence of my comrades, solemnly promise to love my Soviet motherland with all my heart and to live, learn, and struggle as the great Lenin asked long ago and as the Communist Party teaches us today."

The leader walked to Olga. He whispered quietly, "Well said." Olga then bent her head and the red neckerchief was placed around her neck and shoulders. "I am now a Pioneer." she thought. She was so excited that tears of joy came to her eyes.

"We will now say the Pioneer Rules," said the leader. This time Olga did not speak alone. One hundred Pioneers spoke together as one:

"A Pioneer loves his Motherland and the Communist Part of the Soviet Union."

A Pioneer prepares himself to enter the Komsomol organization.

A Pioneer honors the memory of those who gave their lives in the battle for freedom and for the good of the Soviet Motherland.

A Pioneer is friendly to the children of all countries.

A Pioneer learns well.

A Pioneer is polite and follows orders.

A Pioneer loves work and takes care of public property.

Then, the call by the Pioneer leader broke the silence. "To battle for Lenin--be ready!"

"Bsegda gatov (always ready)" shouted Olga's classmates."Bsegda gatov" are important words to Pioneers. Olga looked back at her friends waiting with her. She felt better as her best friend, Dacia winked at her. One by one the students were called to step to the front and say the oath.

Now it was Olga's turn. She stepped to the middle of the room and s spoke:

"I, a Young Pioneer of the Soviet Union, in the presence of my comrades, solemnly promise to love my Soviet motherland with all my heart and to live, learn, and struggle as the great Lenin asked long ago and as the Communist Party teaches us today."

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"A Pioneer loves his Motherland and the Communist Part of the Soviet Union."

"He is a very important man," Olga thought to herself.

Comrade Melnikov got up. He was a large man with a red face. "Comrades, it brings me great joy to be here this evening. I remember the day when I joined the Pioneers and I remember the days when I worked and played as a Pioneer. I remember the friendships, the fun and the hard work. When I was your age, life in the Soviet Union was very difficult. One of our jobs was to help guard Soviet wheat. We had to protect it from selfish people more interested in what they could get for themselves than in what they could do for others. I was proud and I know you must also be proud to serve your country as a Pioneer.

"Later, I became a member of the Komsomol and then became a member of the Communist Part. Some of you, those who serve your country best, will becomes members of the Communist Party. You must work hard, Comrade Pioneers. I have seen Pioneers helping our Army in our battle against enemies. I have also seen Pioneers helping to teach people to read, and helping to take care of children so that their mothers could work. I cannot say the word "Pioneer" without feeling proud of our great country.

"This year, I am especially happy to be here because I want to congratualte you for what your Brigade did last year. I know how many afternoons you gave up to gather scrap metal. The metal helped to make steel,

A Pioneer is a good comrade: He cares for the young and helps the old.
A Pioneer is brave and unafraid of difficulties.
A Pioneer is honorable and values the honor of his fellow Pioneers.
A Pioneer is healthy; he does exercises every day, and loves nature."

Olga and all the Pioneers sat down to hear the main speech. Comrade Melnikov, the head of Moscow's largest locomotive works was the speaker.

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"Later, I became a member of the Komsomol and then became a member of the Communist Part. Some of you, those who serve your country best, will becomes members of the Communist Party. You must work hard, Comrade Pioneers. I have seen Pioneers helping our Army in our battle against and that steel builds our railroads. The Soviet people thank you for your work. I want to tell you that your work is important.

"The managers and workers at my factory have very good news for you. They will help build a new swimming pool for your Pioneer camp. We also invite you to visit our factory train yards next Saturday so that you could ride the train that you did so much to help build.

"For you new members," said Melnikov, looking at Olga and her friends, "We look forward to hearing of how you will help your Pioneer brigade. The three corners of your scarf stand for the Party, the Komsomol, and the Pioneers. These are groups that support the Soviet Union wear your scarves proudly. and remember the words you spoke today."

Loud applauses followed Comrade Melnikov's speech.

The meeting came to an end.

Olga quickly ran to her parents. "I am a Pioneer!" "I am a Pioneer!"

"We are all happy, Olga," said her mother.

"You spoke so beautifully. You will be a good Pioneer."

"Father, can we go now." said Ivan.

"Yes," Seymon answered, "we don't want our guests to come before we get there."

Based on materials created by Harold Berlak and T.R. Tomlinson

HOW OLGA BECOMES A PIONEER

Here are some plays you may want to act out after reading the story about Olga becoming a Pioneer.

a. Pioneers playing some sort of sport, soccor, baseball, or basketball

b. Pioneers working together to help a collective farm harvest wheat.

c. Pioneers meeting together in a group telling one of their members who has received poor grades that he will have to work harder in school than he has.

d. Pioneers doing an experiment on animals to find how they grow best.

e. Pioneers helping fellow Pioneers who have difficulty in school work, perhaps helping them with their reading homework.

f. Pioneers collecting and studying different rocks and leaves or other artifacts at camp and discussing it with their Pioneer leader.

g. Pioneers visiting a truck factory and being told how it works and why it is important for the workers to work hard.

h. Pioneers visiting a hospital to help some of the patients, men who fought in the war or who will be in the hospital for the rest of their lives.

i. Pioneers working out on a farm learning to repair a tractor.

j. A ceremony where new members are being brought into the Pioneer brigade.

4. A series of contests held every four years, in which the best amateur athletes from many countries compete.__________games.

5. The name of the most important animal in the Tundra Region.

6. The name of the fertile areas in a desert, where there is enough water to permit vegetation to grow.

7. The capital and largest city of the Soviet Union.

8. The name of the largest river in Europe.

9. The man who is called the founder of the Soviet Union. He led the Communist Revolution in 1917.

10. One of the chief products of the U.S.S.R. It is used to make bread.

11. The cold, treeless region which is located around the Arctic Ocean.

12. The name of the region that is flat and usually grassy.

13. The term that means to examine materials such as books and magazines before printing to remove anything considered harmful.

14. A salty, inland body of water located between the Soviet Union and Iran.

15. The vast evergreen forest of the Soviet Union.

16. The name given to the rulers of old Russia.

17. The name of the tough plant that grows in the tundra.

18. The name of the third largest city in the U.S.S.R.

19. A term used to describe a way of living in which all land and other property is owned by the community.

20. The name of the official church of Russia before the Communist Revolution.

STUDENT ACTIVITY #14

DIRECTIONS: Answer all the following questions correctly and your answers will fit together to spell the words Union Of Soviet Socialist Republic Start each answer in the space with the same number as the question.

1. The name of the largest mountain in the U.S.S.R.

2. The organization that makes most of the decisions about what shall be produced in the U.S.S.R.

3. A ruler who has complete power over his people.

4. A series of contests held every four years, in which the best amateur athletes from many countries compete._________games.

5. The name of the most important animal in the Tundra Region.

6. The name of the fertile areas in a desert, where there is enough water to permit vegetation to grow.

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14. A salty, inland body of water located between the Soviet Union and Iran.

15. The vast evergreen forest of the Soviet Union.

16. The name given to the rulers of old Russia.

STUDENT ACTIVITY #14

21. The man called the Father of MODERN communism. He gave the idea of communism to the U.S.S.R.
22. The name of the strait that separates Alaska from the U.S.S.R.
23. The term used to describe the type of soil, type of vegetation, type of land and type of climate of a particular place. ___________ features.

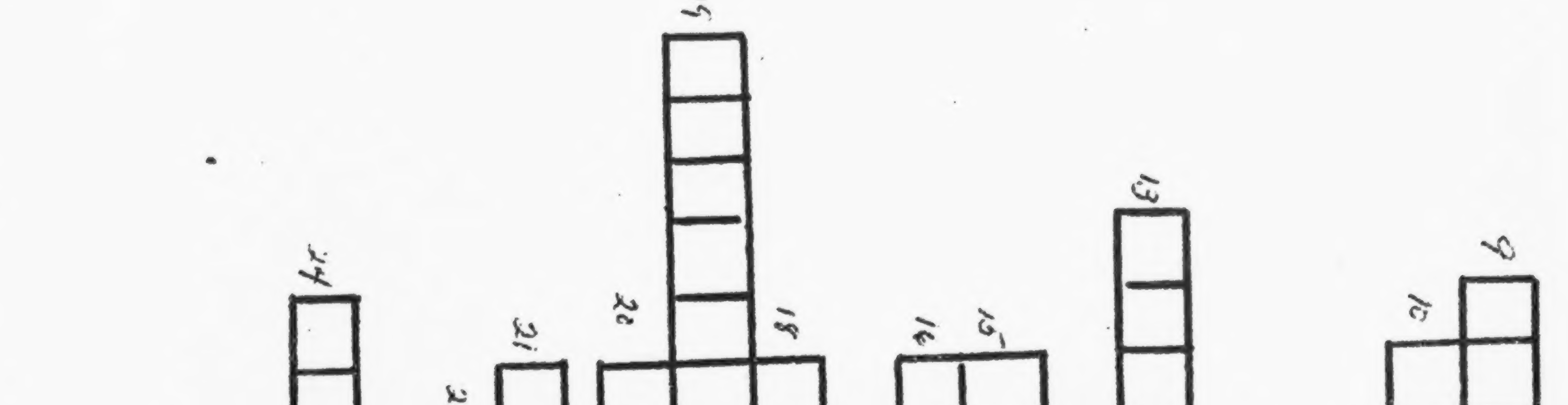
24. The term used to describe those actual and potential forms of wealth supplied by nature. Examples are coal and gold.__________resources.

25. The name of the deepest lake in the world.

26. The name of the second largest city in the U.S.S.R.

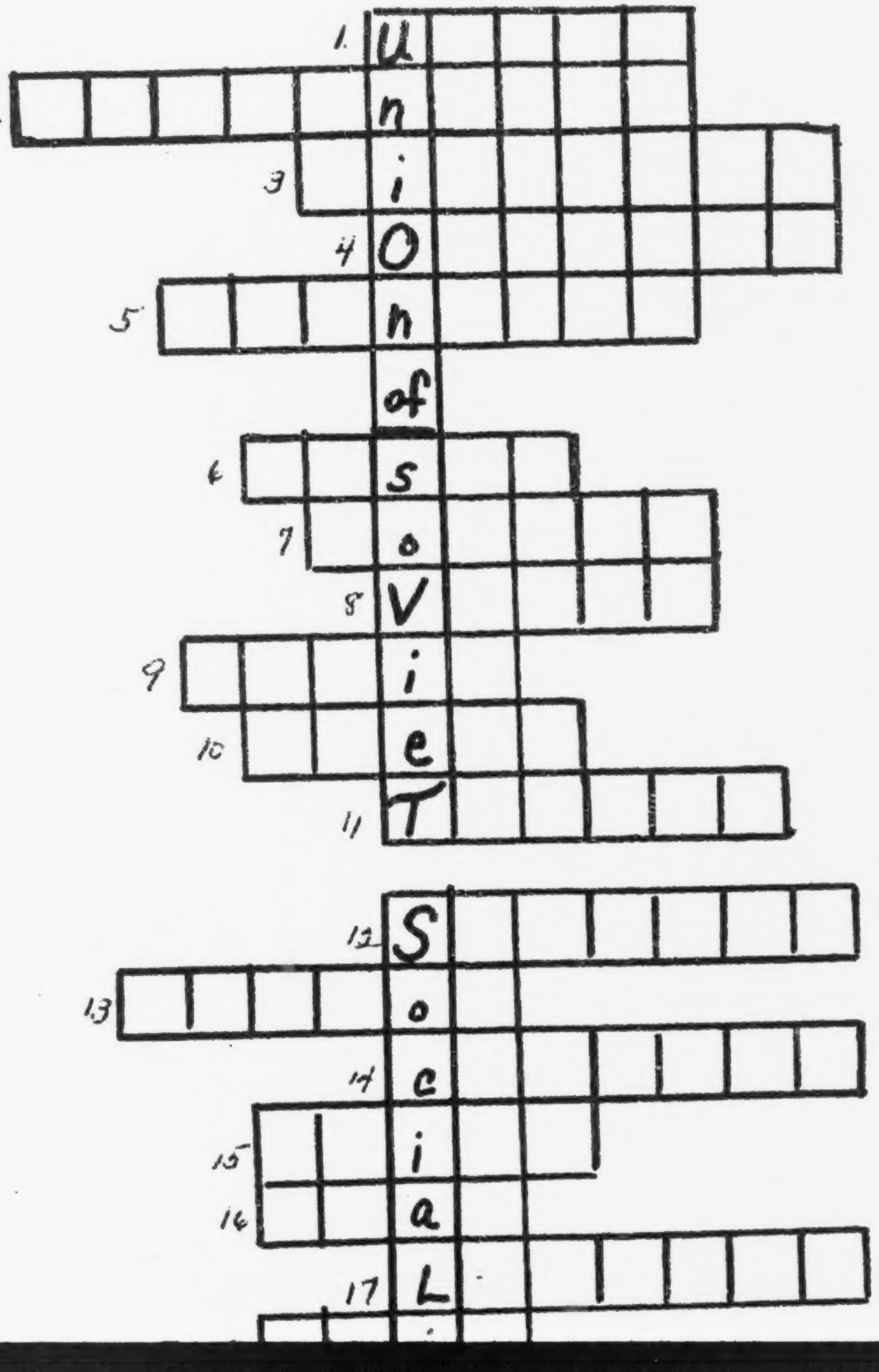
27. The first Russian ruler to be crowned Tzar.________________was also called Ivan the Terrible.

28. The name of the mountain range that is located between the Black and Caspian seas.



S o c i a L i s t
r c P u B L I C
T e i

Student
Activity 15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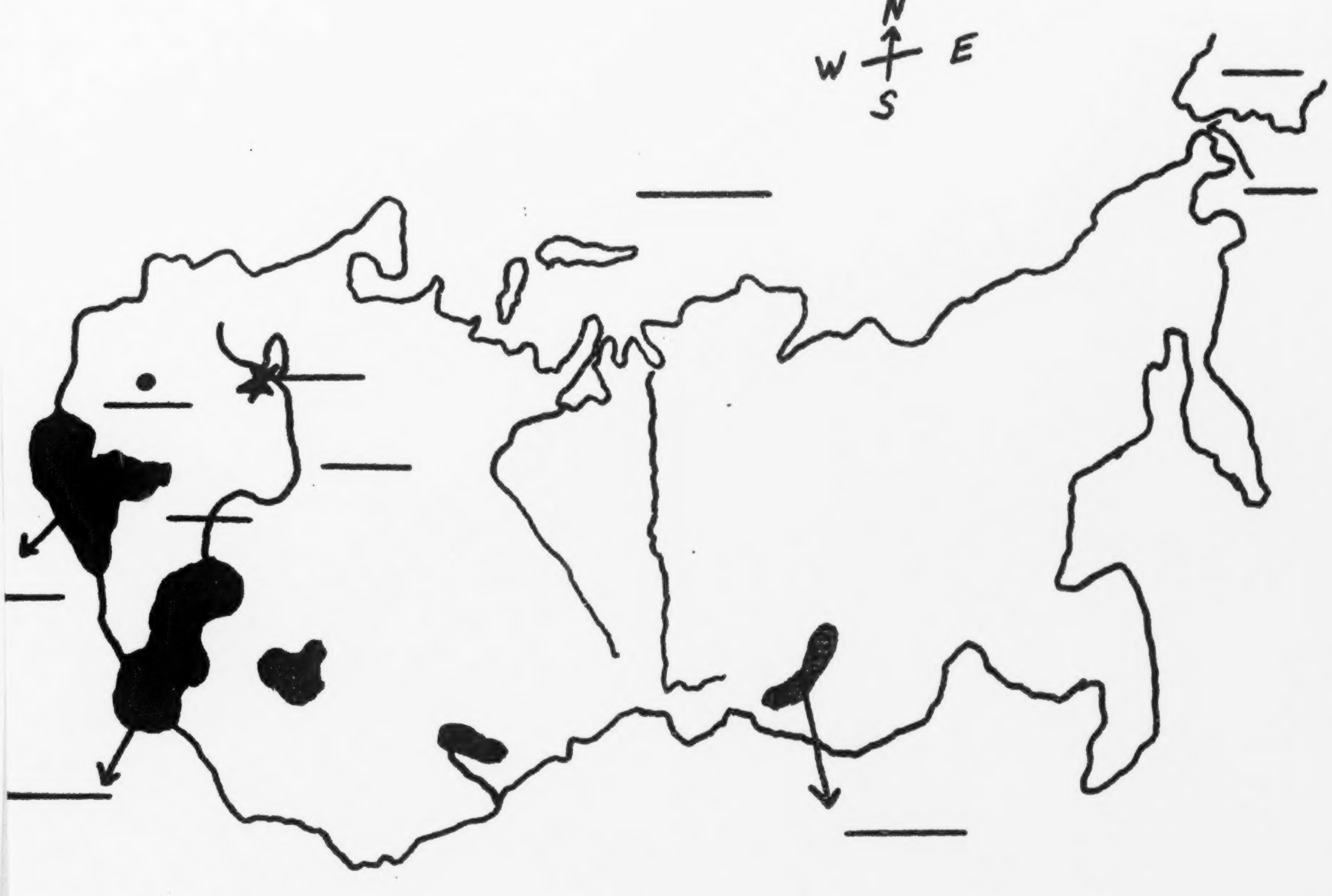
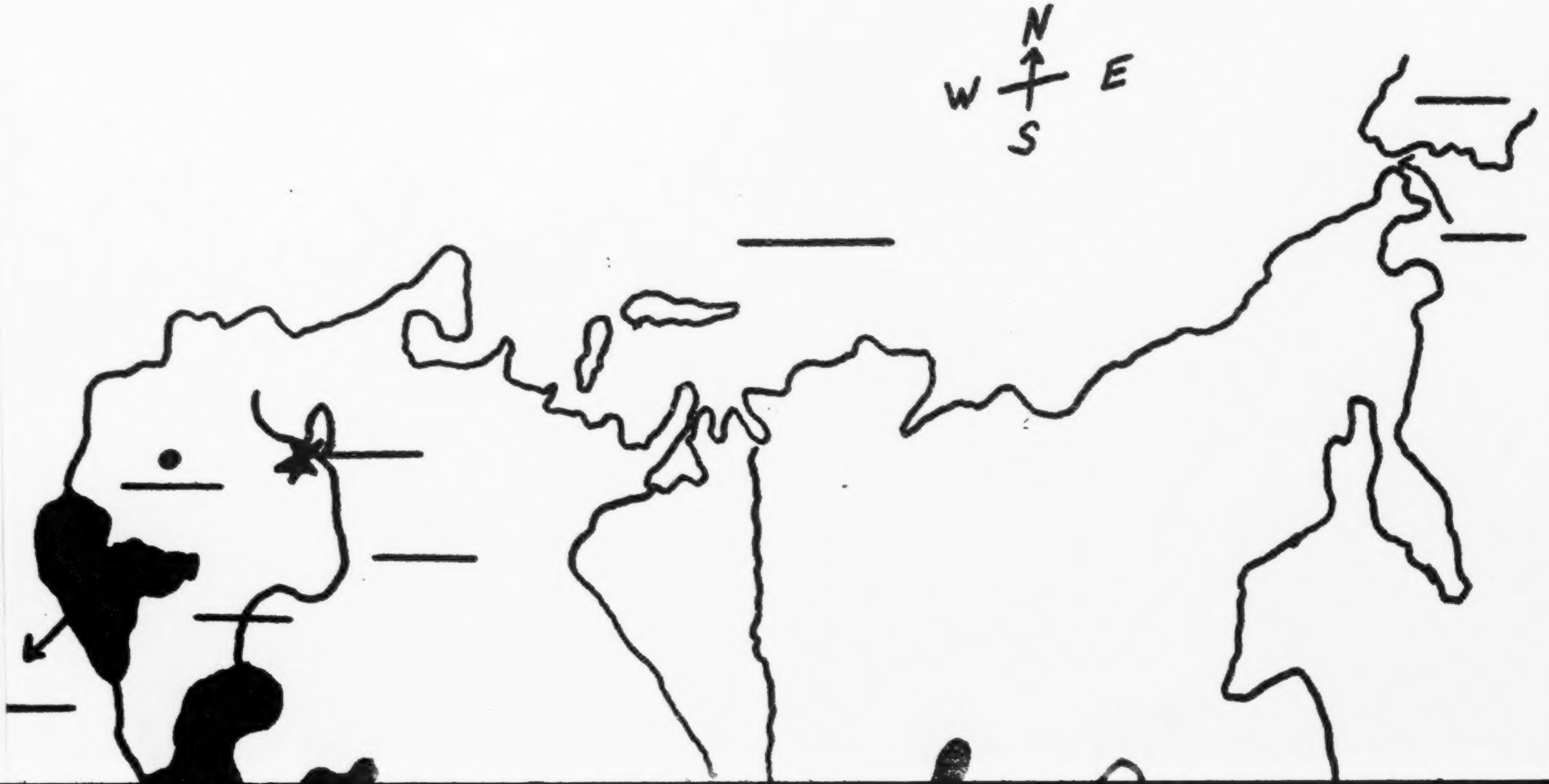
5. volga river



STUDENT ACTIVITY#16

DIRECTIONS: On the map below, put the number of each place listed where it belongs.

1. Alaska
2. Arctic Ocean
3. Black Sea
4. Bering Straits
5. volga river
6. Moscow
7. Baikal Lake
8. Ural Mountains
9. Caspian Sea
10. Kieu



COMPARATIVE TEMPERATURES IN JANUARY

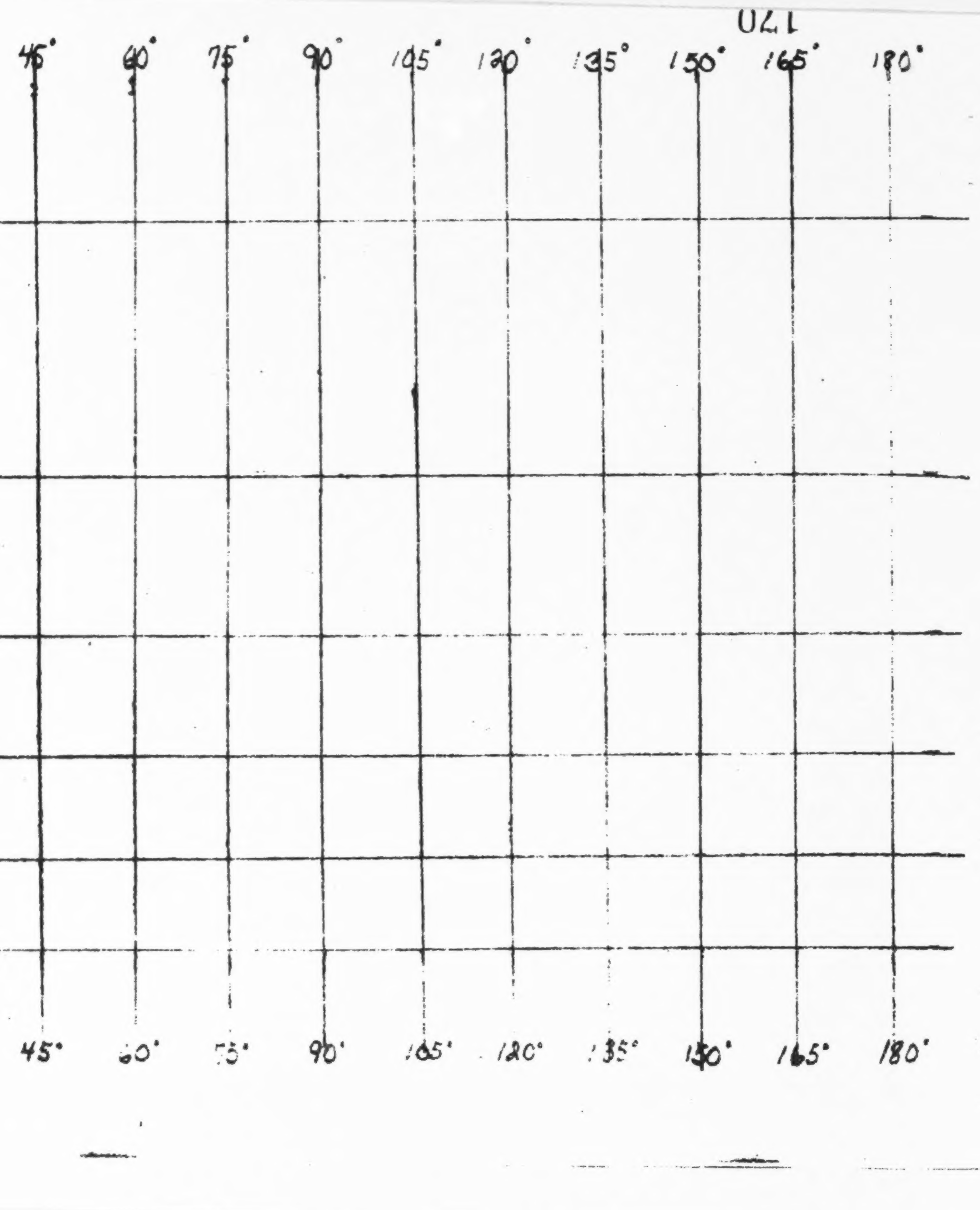
Kiev (on the 50th parallel) 24 degrees warmer than Winnipeg (on the 50th parallel)

Odessa (on the 46th parallel)12 degrees warmer than Montreal at 45 degrees 30 minutes north.

Tashkent (on the 41st parallel)8 degrees warmer than Omaha (on the 41st parallel)

Moscow (on the 56th parallel) the same as Minneapolis (on the 45th parallel)

Leningrad (on the 60th parallel) 4 degrees warmer than minneapolis (on the 45th parallel)


45°
60°
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105°
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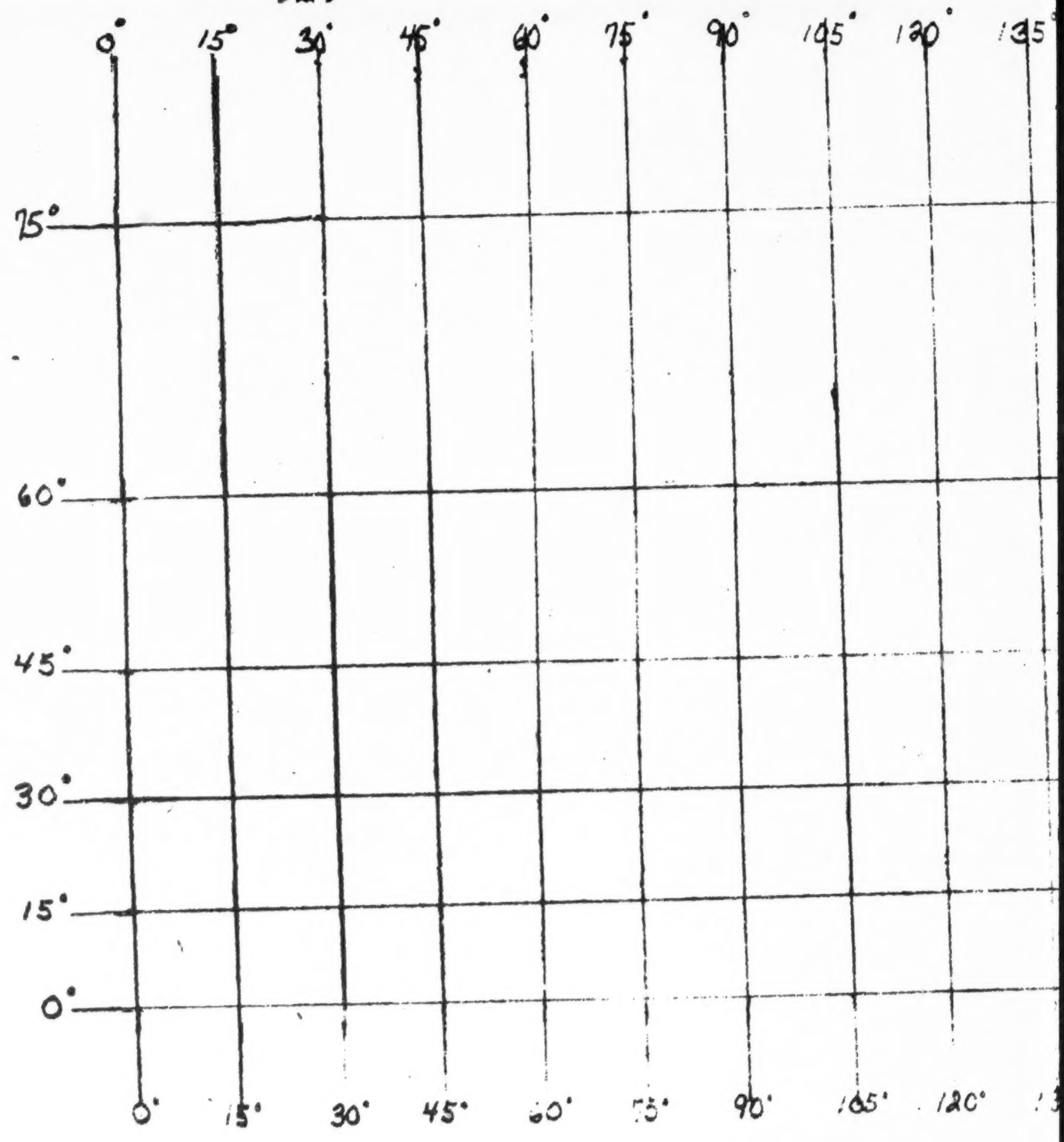
165°
180°


0°
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0°
15°
30°
45°
60°
75°
90°
105°
120°

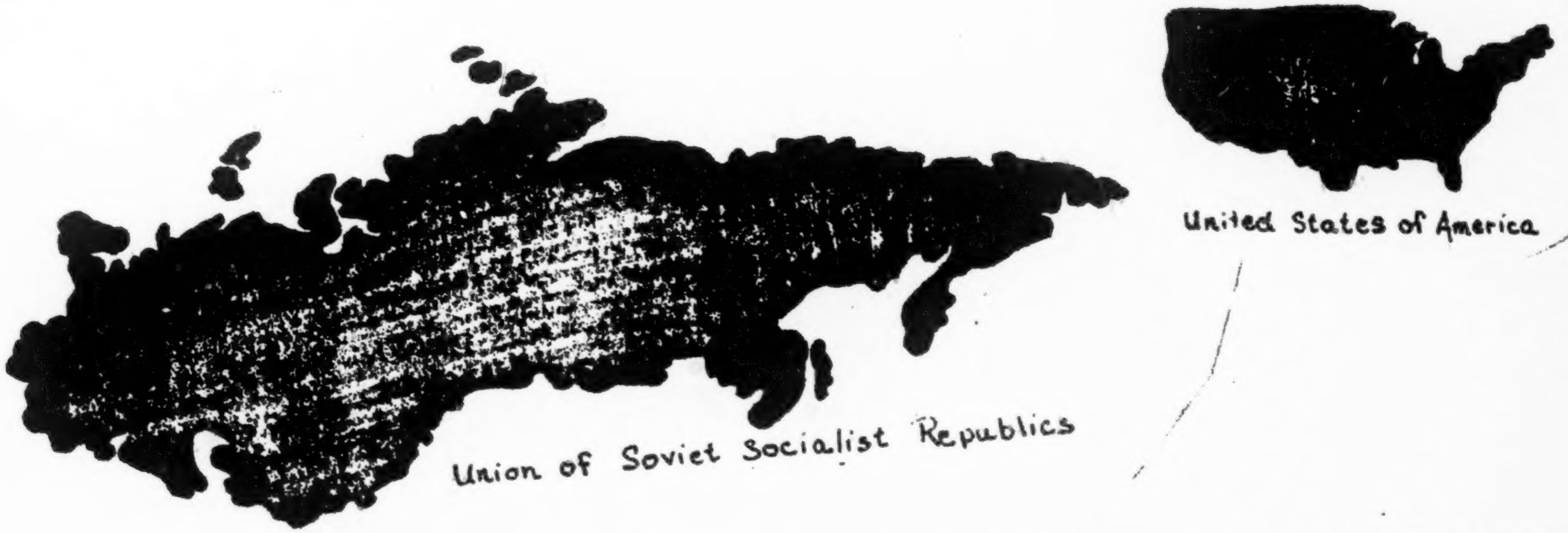
READINGS

on

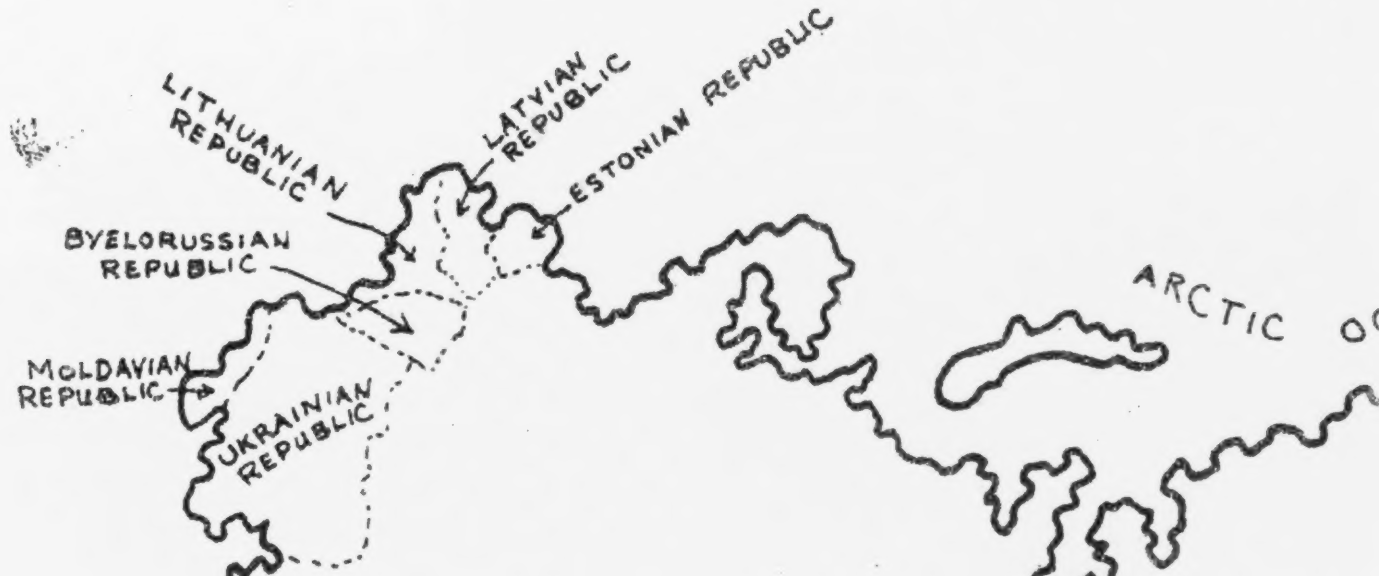
SOVIET UNION

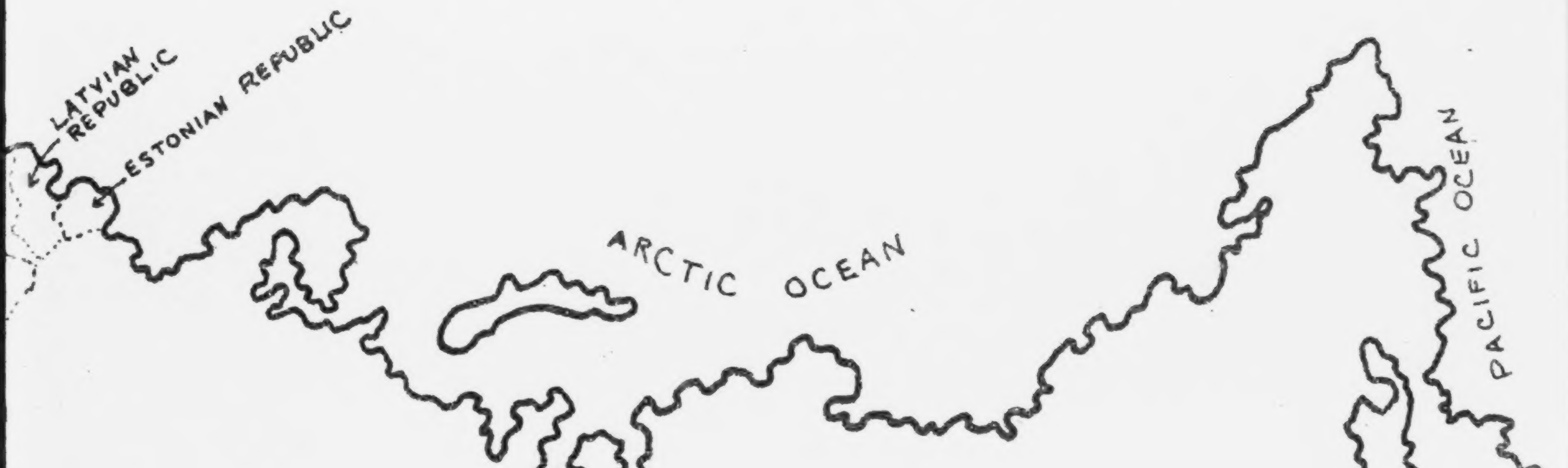
THE UNION OF SOVIET SOCIALIST REPUBLICS

Russia is a country just as the United States, India, and Nigeria are countries. The correct name for Russia is the Union of Soviet Socialist Republics. Some times this is shortened to the Soviet Union or the U.S.S.R. If you look at the amount of land below you will see that the U.S.S.R. is a very large country. You can get some idea of its size by comparing the amount of land in the Soviet Union with the United States.

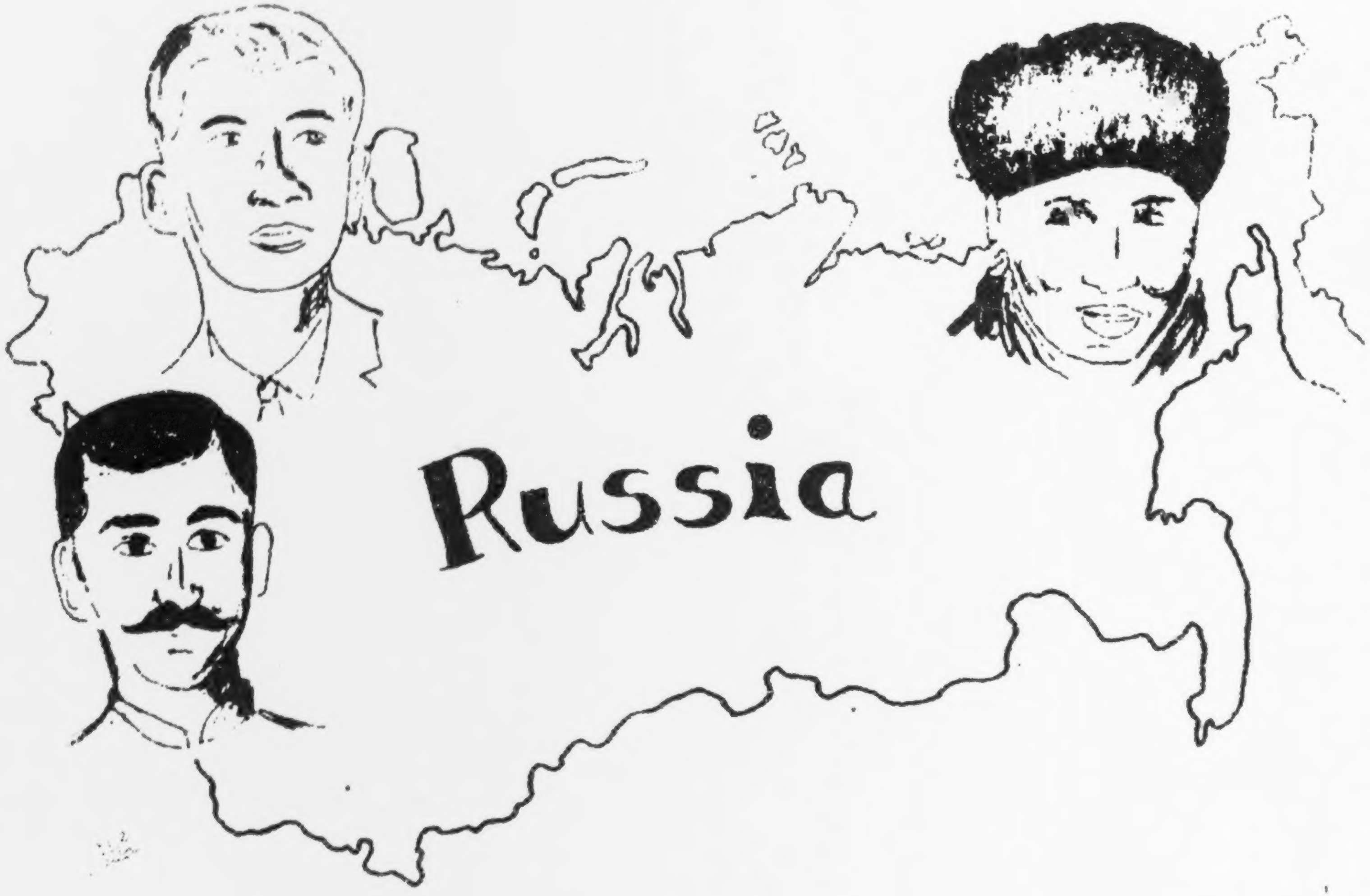


Do you know that it would take you about four days to cross the United States in a train while it would take almost ten days to cross the Soviet Union? More people live in the Soviet Union than in the United States. In 1969 the United States had about 200 million people and the Soviet Union had 240 million. There are only two countries in the world which have more people than the Soviet Union. These countries are India and China.


LITHUANIAN REPUBLIC
LATVIAN REPUBLIC
ESTONIAN REPUBLIC
BYELORUSSIAN REPUBLIC
MOLDAVIAN REPUBLIC
UKRAINIAN REPUBLIC
ARCTIC O
GEORGIAN REPUBLIC
REPUBLIC OF ARMENIA
REPUBLIC OF AZERBAIJAN
CASPIAN SEA
RUSSIAN SO
FEDERATED SOCI
KAZAKH REPUBLIC
TURKMEN REPUBLIC
REPUBLIC OF UZBEK
KHIRGHIZ REPUBLIC
TADZHIK REPUBLIC


LATVIAN REPUBLIC
ESTONIAN REPUBLIC
ARCTIC OCEAN
PACIFIC OCEAN
SEA OF OKHOTSK
RUSSIAN SOVIET FEDERATED SOCIALIST REPUBLIC
KAZAKH REPUBLIC
REPUBLIC OF UZBEK
KHIRGHIZ REPUBLIC
TADZHIK REPUBLIC

you will hear people speak other languages. This is because these areas were once separate countries.



The map on the opposite page shows you that there are fifteen republics in the Soviet Union. A Soviet republic is in some ways like a state in the United States. Each Republic is a part of the Soviet Union.

There are some ways in which the Soviet Union is different from the United States. There are differences in the way people live, and there are differences in race, customs, religion and language. While almost everyone speaks the Russian language, in some parts of the Soviet Union you will hear people speak other languages. This is because these areas were once separate countries.

Soviet Union has changed into an industrialized country which can produce rockets and satellites. The change has not been easy. The government sometimes did very cruel things to force some of the people to give up the things they owned and to change their ways.

Do you remember the animals on the Island of HUB-BUB? Do you remember that they learned it was difficult to get together and build an automobile? They found out that there were many problems to solve and also many decisions to make in trying to build their own automobile. In a country with thousands of factories the decisions and problems get more and more complicated. These are some of the decisions which must be made:

1. Someone must decide what the factories should produce. For example, if a country has only so much steel, should that country use the steel to make airplanes or trucks?
2. Someone must decide how much should be produced in each factory. For example, how many cars and how many trucks and how many pairs of shoes should be made in a year.
3. Someone must be certain that the factories get the proper machines, enough workers who know how to operate the equipment, and the right amount of supplies for making the products. For example, a factory cannot make trucks unless there are machines to make tires, and someone gets rubber for the tire machine.

THE SOVIET UNION IS AN INDUSTRIAL AND A COMMUNIST COUNTRY

Fifty years ago the Soviet Union had very little industry. Most of the people worked on farms and most of their work was done by hand or with the help of animals. Today, there are machines everywhere to do work. There are machines on the farms. There are machines in thousands of factories which produce modern jet airplanes. In fifty years. The Soviet Union has changed into an industrialized country which can produce rockets and satellites. The change has not been easy. The government sometimes did very cruel things to force some of the people to give up the things they owned and to change their ways.

Do you remember the animals on the Island of HUB-BUB? Do you remember that they learned it was difficult to get together and build an automobile? They found out that there were many problems to solve and also many decisions to make in trying to build their own automobile. In a country with thousands of factories the decisions and problems get more and more complicated. These are some of the decisions which must be made:

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tractors; ice skates or rifles.

It is the government who must tell each factory how much they must make. It is the government which decides who will get the trucks, the television sets, and whether the steel will be used to build a bridge or an office building.

The government of the Soviet Union is a communist government. The government decides many of the things which are decided by corporations or individual people in U.S. A communist government is different from a democratic government in a number of ways.

The leaders of the country are not chosen in the same way as in the United States. The leaders of the Communist Party, which is the only part in the Soviet Union decide who are the persons who can do the best job in leading the country and those people run the country. The communist leaders of the Soviet Union believe that their way of running the government is the best for all, the people.

Most of the people in the Soviet Union support their government.

4. Someone must decide how to get the goods to the customers. Someone must find out if the customers need and want the things which the factories are making.

In the United States most of these decisions are made by private companies or corporations. The Ford Motor company decides how many Mustangs they will make. In the Soviet Union, most of these decisions are made by the government. There are certain people in the government of the U.S.S.R. who decide whether the factory will use steel to make stoves or tractors; ice skates or rifles.

It is the government who must tell each factory how much they must make. It is the government which decides who will get the trucks, the television sets, and whether the steel will be used to build a bridge or an office building.

The government of the Soviet Union is a communist government. The government decides many of the things which are decided by corporations or individual people in U.S. A communist government is different from

The government has set up programs which they believe are good for all the people. There are free school for all children. Hospital care is free and medicine costs very little. The government has set up organizations for Soviet boys and girls. These organizations teach the children about the Soviet Union and about the advantages of communism.

Although the government has done many things for the people, there are problems. The government does not allow the people to argue against the government. There are some writers, poets and ordinary citizens in the U.S.S.R. who are put into jail for saying things against the government.

Life is changing in the Soviet Union just as it is changing in the United States. Some of the problems may be solved. New problems may come about. What the future will bring to the Soviet Union is difficult to say.